

AN EXAMINATION OF THE COMMUNITY COLLEGE
SYSTEM IN QUEBEC WITH EMPHASIS ON THE
COLLEGES D'ENSEIGNEMENT GENERAL
ET PROFESSIONNEL

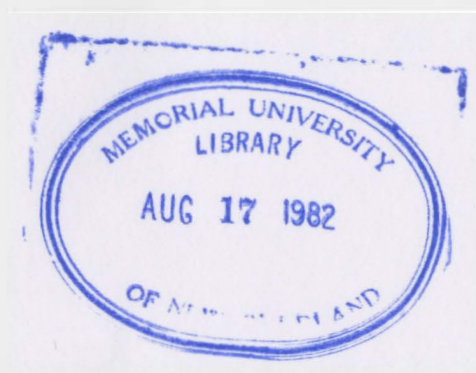
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AN EXAMINATION OF THE COMMUNITY COLLEGE SYSTEM IN QUEBEC.

WITH EMPHASIS ON THE COLLÈGES D'ENSEIGNEMENT

GÉNÉRAL ET PROFESSIONNEL

by



Augustine Gerard O'Quinn, B.A. (Ed.), B.A.

An Internship Report submitted in partial fulfillment

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ABSTRACT

This study was conducted in four CEGEP colleges in Quebec and at the DIGEC (General Direction for College Education) division of the Ministry of Education to investigate Quebec's community college system since its inception in 1967. The study focused primarily on administrative structure, program offerings, finance, and student services at DIGEC and at the colleges of Sainte-Foy, Lennoxville, Dawson, and Haute-riive.

Data were obtained through a structured interview comprised of 29 questions exploring all aspects of college education in Quebec. This structured interview was conducted with key administrative personnel at DIGEC and the four colleges. Various campus libraries also provided valuable information, especially the library at Lennoxville.

Today there are 116,000 college students in Quebec, costing nearly \$500 million. The Quebec Government and its people readily admit to shortcomings in their college system, but the experiment has helped move Quebec into the twenty-first century. Quebecers contend that money invested since 1967 has been money well invested and their college system will continue to expand until every citizen in Quebec has access to a college education.

Although a unique form of post-secondary education has evolved in Quebec, where general and professional programs are conducted on the same campuses, excessive control by DIGEC has made program

development at the college level very difficult. If Newfoundland decides to initiate the community college concept in the 1980's, it will have to give colleges the power to initiate their own programs under a college commission formulated to oversee all college operations in this province. Individual colleges must also be able to revise and change programs as the need arises in their particular locality.

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A special thanks is also expressed to Dr. Philip Warren for his advice on the community college system in Canada, and particularly his suggestion that such a study be done in Quebec. A vote of thanks is also given to my external examiner, Dr. Claude Clarke, who took time from a busy schedule to discuss the report, and give suggestions for its improvement.

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CHAPTER I

INTRODUCTION

One of the most interesting developments in North American education over the past two decades has been the establishment of two-year colleges as part of post-secondary education systems. In April, 1978, there were in excess of 1,000 such colleges in the United States, enrolling nearly 3.5 million students. In Canada, a number of colleges of various forms have now been established to expand educational opportunities at the post-secondary level. In most provinces distinct names have been given to these colleges. For example, in British Columbia the colleges are referred to as Regional Colleges. In Manitoba, they are called Community Colleges, while in Ontario the term College of Applied Arts and Technology (CAATs) is applied. In Québec, Colleges of General and Vocational Education (CEGEPs) are dominant. Various types of colleges have been established in the Maritime Provinces, taking the form of trade schools, agricultural colleges, and fisheries colleges.

In Newfoundland, three colleges have been established, namely, the Bay St. George Community College, the College of Trades and Technology, and the College of Fisheries, Navigation, Marine Engineering and Electronics. There have been proposals for the establishment of others. The Royal Commission on Education and Youth (1968) recommended establishment of two-year regional colleges to serve the

following purposes:

1. To provide a program for students who have the qualifications and desire to transfer to a university after two years.
2. To provide terminal programs for students who wish to continue their education two years beyond high school.
3. To provide continuing education for adults.

Very recently, a number of individuals and groups have revived the interest in two-year colleges in this province. They have suggested that such colleges could improve post-secondary opportunities for more students and in certain geographical areas provide a substitute for the introduction of the proposed Grade XII. Because of Quebec's experience with the college instead of the traditional Grade XII program, it seems appropriate to examine the CEGEP system in that province.

Statement of the Problem

This study endeavours to examine the administration and curricular programs currently operational in the Quebec CEGEP system. Attention is also focused on the two tangential dimensions of finance and student services.

Rationale for the Study

In some ways, the college system envisaged some years ago for this province closely paralleled that of the Quebec system. In Quebec, all students proceeding to trades or university must first attend

community colleges for two years. Figure 1 depicts this post-secondary education system in Quebec.

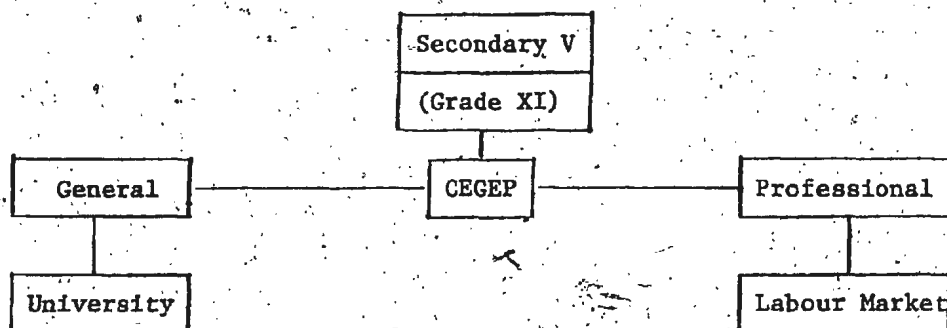


Figure 1. The Post-secondary Education System in Quebec.

Students must complete 12 credits comprised of 4 course credits from French literature and language, 4 course credits from physical education, and 4 course credits from philosophy. These 12 concentration courses are compulsory for both general and professionally oriented students.

At present, Quebec has a total of 80 community colleges. Forty-six of these are CEGEP's, 22 are private institutions, while the rest are government-funded conservatories. Many of the private colleges are church-affiliated and some offer only limited programs. The OECD report on Canadian education (1975) states that the Quebec college system is the "most far-reaching development of a tertiary educational system based on the principle of opportunity in a common school system" (par. 123). Although these colleges are comprehensive, offering terminal and university transfer programs, every student must complete the CEGEP program before continuing on to university.

An interesting consideration concerns the applicability of the Quebec CEGEP system to a province like Newfoundland. Newfoundland has 17 trade schools placed regionally throughout the province. In some, only basic programs such as carpentry and joinery, clerk-typing, basic electrical, mechanical, stenography, and welding are offered. In these centres a broadened program similar to that operating in Quebec could well become a reality. As Newfoundland grapples with the whole question of post-secondary education, this study may be helpful to educational agencies as they plan future colleges. The Newfoundland Government, the Department of Education, the Newfoundland Teachers' Association, Memorial University, the District Vocational Schools, and the school boards and districts could consider this report to determine if the CEGEP system has any implications for Newfoundland.

Like Newfoundland education, Quebec education has been strongly influenced by religion. Added to this, a vast expanse of inhospitable wilderness in Quebec has slowed the education process. These religious and geographical similarities make a study of the CEGEP system very significant.

Delimitations of the Study

This study is delimited to four community colleges in Quebec. These are the colleges of Sainte-Foy, Quebec City; Lennoxville Campus, Lennoxville; Dawson College, Montreal; and Haute-ribe College, Haute-ribe. Visitations to these four colleges gave the intern exposure to both large and small French/English colleges existing in both rural and urban areas of Quebec.

Particular emphasis is placed on administrative structure and program offerings. Secondary attention focuses on financing of school facilities and student services in the colleges visited.

Limitations of the Study

A study of this nature has several limitations. Several of the more dominant ones are:

1. Reliance on the researcher's limited knowledge of French and translator's interpretations while gathering data.
2. Dependence on a restrictive sample from four colleges.
3. Problems involved with a limited internship time period.
4. Bias and prejudice that exists between the two cultures operating community colleges in Quebec.
5. Reliance upon personal observations and a descriptive account of phenomena rather than a detailed statistical analysis.
6. Reliance on data gathered from a structured interview held with key administrative personnel at DIGEC and the four colleges visited.
7. Dependence on the cooperation of respondents.
8. Difficulty in generalizing from a limited data base.

Definition of Terms

CADRE. Administrative personnel in the colleges who act as directors for the various major departments.

CAAT's. (Colleges of Applied Arts and Technology). A new kind of institution in Ontario that provides, in the interest of students

for whom a university course is unsuitable, a type of training which universities are not designed to offer (Report of the Grade XIII Study Committee, 1964).

CEGEP. (Collèges d'enseignement général et professionnel/ Colleges of General and Vocational Education). A two-year compulsory post-secondary institution in Quebec offering a transfer curriculum, occupational curriculum, general education, and adult education (Prokepec, 1979:14).

Community College. A college, comprehensive in nature, that offers technical and related forms of training, programs in continuing education for all ages of adult citizens, and courses equivalent to initial university education (Campbell, 1969:1).

DIGEC. General Direction for College Education which has a central office at the Ministry of Education in Quebec and which is responsible for the CEGEP system.

General Education. A selected core of curriculum offerings that give university transfer on their completion. For the CEGEP's in Quebec, the core is composed of 12 courses in French language and literature, philosophy, and physical education. Twelve additional concentration courses plus four complementary courses lead to the Diploma of College Studies (DEC).

Junior College. A two-year post-secondary institution that offers Freshmen and Sophomore years of university with transfer into a university for the Junior and Senior years to acquire a bachelor's

degree (Gleazer, 1968:27-28).

Professional Education. Five or six semesters undertaken in a Quebec college leading directly into the labour market. This program is comprised of 12 compulsory courses, a varying number of specialty courses in one's chosen field, and four complementary courses leading to a Diploma of College Studies.

Transfer Program. A system of credits that leads a student on into university. In Quebec, this system gives credit for the Freshman year of university.

Terminal Program. A preparatory course of study that leads the student directly into the labour market after a two or three year period of study in his chosen profession.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

This compendium of literature and research focuses on community colleges in the American and Canadian scene, with particular emphasis on the CEGEP's in Quebec. Four areas--namely, administrative structure, finance, programs, and student services--have been researched to acquire an understanding of the community college system in North America.

The literature reveals that two-year comprehensive colleges, offering transfer programs in most instances, are the accepted norm in North America. The one exception in Canada has been the Province of Saskatchewan. There, a unique format of continuing education has developed. In other provinces, such as Alberta and British Columbia, college courses can be given university credit. Even Ontario, with its CAAT system, has made provision for academic students who wish to continue. Across the United States and Canada, the college system in one form or another, continues to expand as emphasis on technology calls for new training at the post-secondary level.

Growth of American Colleges

The concept of a community college in the United States became a reality in 1902 when Joliet Junior College was founded in Illinois. By 1971, over 900 campuses existed, with California leading all states in the number of colleges, followed closely by Florida, Illinois,

Michigan, New York and Texas with 25 each (Landrith, 1971). Yarrington (1969) reports that development of community colleges in American states occurred more often when there was cooperation among educators, citizen awareness, careful study, legislative planning, and persistent leadership. Raines (1974), an authority on the American community college, accepts the community college as a major contribution in the field of education.

In recent years, the American government has realized that education does not terminate with graduation from high school.

Gleazer (1968) views education as a concept of lifelong learning:

The expanding and changing properties of knowledge as well as the available needs and interests of the learner call for a concept of lifelong learning and hence continuous opportunity for education. (p. 82)

He stressed the fact that community colleges are as essential to education as elementary and secondary schools and that every community should develop its centre for continuing education:

Close by, with low cost to the students and diversified in its offerings, this institution performs one of its most important functions through service to the residents of its area throughout their lives. (pp. 82-83)

Immense sums of money are injected into post-secondary education in the United States. In a précis article on his book Is College Worth the Cost, Bowen (1978) says that \$85 billion is spent annually on their post-secondary education system with more than eleven million students in regular attendance. An infusion of \$46 billion is given directly by the federal government, while \$39 billion is spent on transportation, books, tuition, and miscellaneous expenses.

In actual fact, the community college becomes a learning resources centre where people of all ages can profit by instruction.

Raines (1974) posed six critical questions to be considered by all community colleges in this regard.

1. Can community colleges deal effectively with the immense diversity of students it attracts?
 2. Can the difference between the central regions of the college commonly referred to as the academy and the more peripheral regions of the college reflected in the occupationally oriented departments be brought into productive balance?
 3. Who is to determine what programs are to be offered, what standards are to prevail, what resources are to be expanded and what evaluation criteria are to be employed?
 4. Will the trend toward modern management systems bring necessary accountability without destroying humanistic governance?
 5. Can community colleges establish and maintain institutional climates that will be responsible to innovation?
 6. Is the community college the appropriate staging area for the increasing demand for lifelong education?
- (pp. 9-11)

Several factors have contributed to the growth and development of community colleges in the United States. Increasing population, coupled with a change in attitude toward education and the advance of technology, have all had their part to play. Low tuition fees and close proximity of colleges to local areas have made the colleges extremely accessible. Fowlow (1975:2) observed that American colleges "evolved out of a need to offer a form of post-secondary education that gave people an alternative to the one traditionally offered by the universities." As college staff have become better qualified,

colleges have been able to offer a variety of transfer and vocational courses.

Unique to the American scene is the "open-door" policy which evolved with the colleges. From their very beginnings, American colleges have tended to offer their services to all persons regardless of previous educational experience or accomplishment who could demonstrate that a college education would be of benefit to them. Even at that time (1968) Gleazer foresaw the field of continuing education in an expansionist stage:

The community college not only prepares men and women for initial employment but provides programs to retrain and upgrade those who have been displaced from present jobs or forestalled in their advancement to better positions.

(p. 53)

Within the United States today there is a general view that junior colleges will have more responsibility for vocational and terminal education as universities concentrate more and more on only upper level and graduate offerings. Maul (1965) considered this responsibility as growing:

But, at the same time, they (the universities) will also be leaving to the junior colleges a greatly expanding responsibility for the first two years of general programs in the arts and sciences, teacher education, and sound undergraduate preparation for graduate study in many fields.

(p. 79)

Agencies such as the Carnegie Commission have supported the expansion of the "people's" college and wish to see community-junior colleges within walking distance of about 95 per cent of all Americans. Latest available statistics reported by Wood (1978) indicated that 3,400,000 students attended colleges on 1,006 campuses throughout the United States. If we estimate that approximately

\$8,000.00 is spent by a student each year, the total cost of college education comes to a staggering \$28 billion in 1980. Of the total number of college students, 52 per cent are women, which is commendable considering that a few decades ago a woman's place was considered to be that of a homemaker. She was usually not seen to be destined for a college and university career. Thus, the American college has evolved for both men and women. Gleazer (1968) sums up the American college as follows:

All of this means that most community colleges today aim toward a comprehensiveness which is finally determined by the educational needs of the community, the resources available, the philosophy of those responsible for the college program, and the choices of the students. (p. 29)

Growth of Community Colleges in Western Canada

Throughout Western Canada, growth of the community college concept has been steady over the past 20 years. British Columbia has offered a comprehensive transfer program in its institutions. An adult education program continues to grow in importance where evening classes can be held. A distinctive feature of the British Columbia college system has been the close connection of colleges with local school boards. In 1971, 43 school districts out of approximately 80 were involved with the operation of 8 colleges.

In Canada today, the cost of a year in college has been estimated at approximately \$4,000.00. Projected college enrolment in British Columbia for 1980 has been placed at 20,351 students. The total cost of their college operation in 1980 will be approximately \$81.5 million. Much of this money comes from the provincial government since tuition fees have been kept to a minimum and loans and

bursary programs are made available to students who wish to continue post-secondary college training either to enter the work force later or transfer into university.

In 1962, Macdonald prepared a report calling for sweeping changes in tertiary education in British Columbia. Campbell (1971) refers to the report as follows:

Profound, sweeping and visionary, it provided carefully documented reasons for the development of two basic types of institutions, where they should be created, and the kinds of services they might offer. Proposed were: four-year colleges offering degree programs and two-year community colleges offering both academic and technological programs. Underlying the entire report was the plan for the development of a system of tertiary education for the whole province rather than for one particular area. In addition Macdonald advised creating two agencies: an academic board and a grants commission. He also suggested methods by which the colleges could be financed. The report gave initial impetus and direction to the development of the province's community colleges. (p. 26)

By 1970, it was realized that an increase in the number of two-year colleges had led to a steady drop in Grade XIII high school enrolments. In fact, this decrease was so significant that the Minister of Education decided to eliminate that particular grade. In February of that year, the University of British Columbia decided to restrict enrolment of freshmen because of the steady growth of community colleges. Although government did not establish a separate college act, it did make major amendments to sections of the Public Schools Act respecting colleges. Campbell (1971) placed this new system in perspective:

The scope of the community college system was enlarged with the decision of the government, effective April, 1971, to combine some of the provincially operational vocational schools with adjacent regional colleges and to operate the rest in close integration with the college system. (p. 27)

Today, issues such as school board orientation, financing of college complexes, province-wide college regulations, and the difficulties of equalizing educational opportunity in a province that has the bulk of its population in the southern corner are still of paramount importance.

Community colleges' growth in the Prairie provinces, particularly Alberta, has also been steady and evolving. The projected college enrolment in Alberta for 1980 is 18,436 students. A budget of \$74 million will be needed to finance the colleges. Students go to 14 colleges, five of which offer transfer programs to university. Because stable government has existed in Alberta for many years, and because oil reserves have recently enhanced economic growth, community colleges have become an important part of post-secondary education.

The first community college in Alberta was established in 1958:

While local school districts were empowered to establish and maintain a junior college as early as 1931, it was not until 1958 that the Public Junior Colleges Act was passed. In structure, the 1958 act was not unlike the present legislation governing colleges in British Columbia; in operation, it differed in the degree of control by school boards, the proportion of taxation to be raised locally, and the extent of direct university control. (Campbell, 1971:31)

The 1978 Annual Report of the Department of Education shows that Alberta has 14 provincially administered institutions: 4 colleges, 4 vocational centres, 2 technical institutions, 3 community vocational centres, and the Alberta Petroleum Industry Training Centre. The report has this to say of the college system:

The provincial colleges respond to agricultural, vocational, technical and community needs, by offering a variety of career-oriented, general-interest and community-service

programs. Alberta Vocational Centres provide educational opportunities in the form of academic upgrading, pre-employment training, para-professional training and vocational retraining services to the under- and unemployed and the socially, economically, physically or geographically disadvantaged. The two technical institutes provide training leading to immediate, gainful and continuous employment in business, industry, governmental service or educational institutions. Community vocational centres provide basic educational training to Natives in more remote communities of northern Alberta. The Alberta Petroleum Industry Training Centre is a specialized training centre which offers courses in various aspects of oilwell drilling. (p. 35)

Thus, it can be seen that Alberta's post-secondary system is presently comprised of four distinct institutional sectors, each fulfilling unique roles designed to meet the diverse educational needs of adult Albertans in all regions of their province.

In Saskatchewan, emphasis has been placed on community development and community service. General agreement was reached on draft legislation that de-emphasized academic and technical-vocational programs and instead created 14 college regions in the province, making every community a campus. Classes are offered in existing buildings rather than in costly new structures, and instructors are hired under contract for specific courses. In 1975, \$13 million was earmarked for 3,258 full-time students but there was a growing demand from the adult population for a new type of community college.

The Community College Act of 1973 was responsible for this rather unique system that encourages organized community volunteers to survey their communities for course interest, available facilities, and potential instructors. Campbell (1974) had this to say of the Department of Continuing Education and the community colleges of Saskatchewan:

The act permits the formation of required college boards with authority for all adult programming in their respective areas. It establishes a college system without a campus or new buildings; it envisages adult learning . . . as a fundamental process of democratic society that begins where people are and on their terms. (p. 10)

Statistics reports for 1978 show that 96,538 students attended 6,756 classes throughout that province. Of this number 69 per cent were female. However, 73 per cent of the total student body were homemakers or full-time employed people. Only 1.3 per cent of the student body were post-secondary students. A large segment of programs offered were in the areas of vocational and recreational skills rather than academic courses. A recent bulletin on Saskatchewan's community colleges states that "the bulk of the staff will be acquired on short-term contracts to ensure that people, not programs, are the rationale for their existence" (p. 11).

To date, this unique college system has been hailed as the most significant development within the last 50 years for Saskatchewan adult education. This decentralized model, flexible in staffing and resources, can be quickly geared to meet the educational needs and demands of any community. For the most part, bureaucratic problems related to programming in large institutions is avoided. Faris, Minister of Continuing Education for Saskatchewan, lists seven principles of community college development for such a system:

1. A community college's major responsibility is to promote formal and informal adult learning in its regional community.
2. Programmes are to be developed in response to the expressed concern of a community which has identified and assessed its needs.

3. A community college shall provide individual and group counselling in the establishment and achievement of educational goals.
4. A community college shall assist in community development by offering programs of community education and service. In rural areas it will serve as a mechanism for the maintenance and development of a viable way of life.
5. A community college shall not duplicate existing educational facilities or services for adults; rather, it shall coordinate the delivery of all adult educational services to a community.
6. A community college shall be governed by a council representative of the region.
7. The operation of the community college shall be under the purview of the Minister of Continuing Education.
(Faris, 1979:11)

In 1975, the Harper Committee was established to study community acceptance of this new type of college. This committee found that "participants of the college programs throughout the region felt optimistic that the college really could make a difference to themselves as well as to their community" (p. 6). They also discovered that some people in the communities seemed completely unaware of the presence of a community college system. Thus, the job of making the college known to each and every community in Saskatchewan is one that will need continued attention in the months and years ahead.

Of the four western provinces, Manitoba seems to have become the least involved with college education to date. In 1969, the three existing vocational schools were renamed community colleges. The then Minister of Education envisaged that the community colleges would increase their range of educational opportunities and move in the direction of comprehensive institutions. By 1975, 3,615 students

attended these three institutions with a projected enrolment of 4,026 in 1980, costing the government some \$16 million. Yet little has been accomplished, as revealed by government reports for 1979. To date, only three transfer programs are reported operational. These include systems analysis and computer programming, subject specialization in teaching, and electrical and electronic equipment.

The majority of programs offered at Assiniboine College, Keewatin College, and Red Deer College are apprenticeship programs and many are less than one-year duration. Approximately 20 two-year programs are offered in areas such as civil engineering, laboratory technology, and social work. Universities located at Brandon and Winnipeg take all students after high school. Here students can proceed with a university program leading to a bachelor, master or doctoral degree.

The Ontario Experience with Colleges of Applied Arts and Technology

On October 7, 1965, the Ontario government passed Bill 153, the Department of Education Act, establishing Colleges of Applied Arts and Technology. Since 16 universities were already in existence, the general consensus was that any attempt to embody both a technological and academic program within one college could only result in inferior education. These proposed colleges were to create an entirely new system of post-secondary education to serve as an alternative to university. Although there would be no university transfer within the Ontario system, an understanding was reached whereby students could continue on to university after college graduation on the basis

of individual merit. Since 80 per cent of Ontario youth would not normally continue on to university, this system was designed to offer an alternative to direct entry into the labour market. Campbell (1971) notes:

The highly urbanized and industrialized province of Ontario, for example, with sixteen degree-granting universities already in existence, created a college system shaped to meet its requirements for trained manpower, and to provide opportunities for further education other than the university route. (p. 21)

Each college is a corporation controlled by a 12-man Board of Governors. These 12 individuals are chosen from the area served and are responsible for the development and operation of each college. The board is responsible to a Council of Regents with power to make or approve decisions for that particular college. The board has responsibility to appoint the president, faculty, and staff, establish budgets, develop curriculum and oversee operation of the colleges. Figure 2 places this Ontario college system into perspective.

Campbell noted that "each college appears to be developing its own identity in response to its economic and social environment and to the administrative philosophy of its president and board" (p. 38). Konrad (1974) makes special mention of the CAAT system:

This system, let it be emphasized, was intended not to be a mere aping of the American junior college, which is largely based on the university transfer model, but rather a genuine alternative to the university with functions different from it and with a deep commitment to local communities. (p. 10)

The first colleges opened in 1966 with an additional 18 becoming operational in 1968. In 1972, the number of colleges rose to 22. The Council of Regents divided the province in 19 regions so that a maximum number of residents would be within commuting distance of a

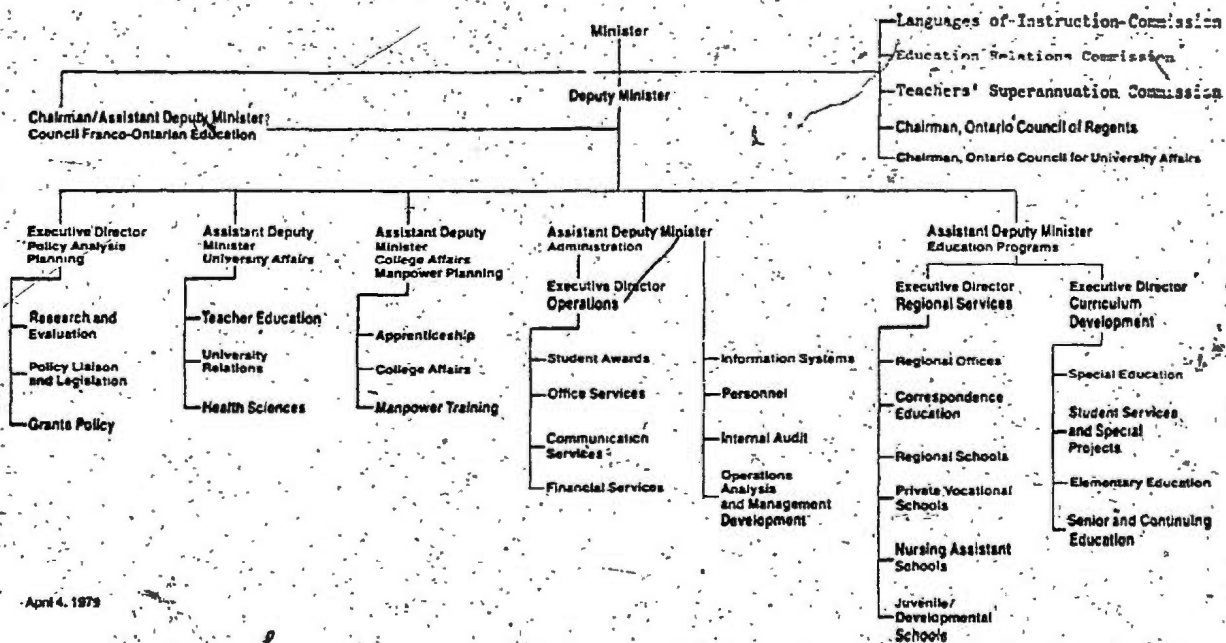


Figure 2: Ministry of Education and Ministry of Colleges and Universities, April 4, 1979.

college of applied arts and technology.

By 1978, the estimated budget for the college system, including adult education, had grown to \$391 million with an additional \$82 million provided to support financial assistance programs for 75,000 eligible students.

As one looks on the growth of CAAT's in Ontario the words of Davis, then Minister of Education, have a prophetic ring as he introduced legislation to begin the college system. The Ontario Council of Regents (1977) reported in its entirety the speech Davis delivered on that memorable day, October 7, 1965:

In the long run, this new educational venture will be rewarding to our society as a whole, perhaps equal in return to that enjoyed by the individuals concerned with rewards in wealth and technical advancement as well as in human happiness and satisfaction. (p. 20)

The CEGEP System in Quebec

For Quebec, 1961 was the dawn of a new age in educational reform. In that year, the government set up a Royal Commission of Inquiry on Education chaired by Monseigneur Alphonse-Marie Parent. Gallagher and MacFarlane (1977) speak favourably of this report which took five years to complete:

The Parent Report published in stages from 1963 to 1966 was a blockbuster. Its recommendations called for a total revamping of the aims, structure, organization, financing, and control of all levels and kinds of education in the province. It called upon the government of the province to take the first step . . . but it also called upon virtually every citizen to share in a massive educational reform. (p. 37)

A major recommendation of the report was the introduction of an entirely new comprehensive college system for all of Quebec.

Gallagher and MacFarlane continue:

One of the most daring recommendations . . . was to create a new college system and to eliminate gradually the great variety of colleges and other post-secondary institutions almost exclusively in French Quebec. The Parent Commission recommended the establishment of "Institutes" which would occupy a unique and critical place in the total educational apparatus of the province. (p. 38)

Watson (1971) gives three reasons for the colleges being founded in the first place:

1. To relieve pressure of numbers on the senior institutions sufficiently to avoid the need to create more universities.
2. They were expensive, comparing the unit cost of the two institutions.
3. They were a selection device, which enabled "borderline" academic students to study at the tertiary educational level, and still permitted the senior institutions to weed out the weaker students at midpoint in the degree program. (p. 15)

Depuis (1970) also saw the collegial system as exemplifying the higher values of the Quebec society because "the purpose of the CEGEP's is to make post-secondary education democratic, so that everyone can receive the amount and kind of education best suited to him" (p. 58).

In 1967, the National Assembly passed a bill creating Collèges d'enseignement général et professionnel (CEGEP) thus allowing the first 12 colleges of general and vocational education to open their doors in September of that year. By June, 1980, 116,000 full-time students were attending 46 colleges, of which only four operated with English as the mother tongue.

Because of English domination and serious lack of university incentive for French post-secondary students, this two-year college system was made compulsory before one could continue on to university. The Quebec government also realized that students must have no choice

with regard to attending the colleges before university. Much money was spent on this new system and by the compulsory nature of the college a supply of students was guaranteed. For the French, various educational institutions had previously existed, necessitating long years of classical education before one could graduate from university. In fact, it was not unusual for a French Canadian to take 19 years acquiring a degree compared to his English counterpart who could finish a bachelor's degree in 15 years. Gallagher and MacFarlane (1977) had this comment about the new system that was to emerge:

The French community had a broad array of public and private institutions, some operating at several educational levels concurrently and virtually all with a strong identification with the Roman Catholic Church, even when under public authority and supported by public funds. (p. 30)

Konrad (1974) is quick to point out that CEGEP's were not created as something entirely new in Quebec but rather were built upon existing institutions of classical colleges, normal schools, and/or technical institutions. Religious thinkers who once controlled classical colleges also recognized that a major re-vamping of the whole system was inevitable, and their strong input left its stamp on the new system that was to emerge. Because the English at first wanted no part of this compulsory system, their input was minimal. Today the English in Quebec still suffer from government bureaucracy which dictates so much in programs aimed at creating a French nation in Quebec.

The Ministry of Education still views these colleges as indispensable and a vital part of the continuing nationalism of the province. The New Phase (1978), a recent government publication, has

every respect for this Quebecois type of college:

The public colleges are in the service of the nation which nation is constituted of, at this level, students. The college exists first and foremost for them. It is the place where they are able to effect the first synthesis of their knowledge and the values that they have adopted. This stage in the development of the student is generally the last where he will enjoy an almost total psychological disposition to leave; these two or three years are crucial to him. (p. 37)

Enrolment has now reached a peak and decline is expected.

Since fewer high school students will enter CEGEP's in the days ahead, the area of continuing education is gaining popular acceptance. The CEGEP's, by relaxing their structures, seem able to welcome thousands of citizens who have paid for construction and maintenance of these institutions. It is hoped that the considerable resources of the colleges can be made available to all citizens. In fact, even at the risk of overlooking their remarkable success, people are beginning to question the real value of educational and social services offered.

After 13 years of development, the CEGEP system has proved to be an asset to French society and education. The former emphasis on training for doctors and lawyers has now shifted to technical training because it is here that Quebec needs skilled technicians today. With a very lucrative mining industry and giant strides of hydro power developments, Quebec is still short of these skilled technicians. Slowly but surely the emphasis is shifting. Even the English, although largely still university-bound, accept the two-year colleges and are proud of these institutions which emphasize humanities rather than philosophy.

CHAPTER III

THE INTERNSHIP

An internship is intended to promote and develop professional administrative competence and skill by assigning the intern meaningful tasks for him to fulfill. The internship is designed for competent candidates who have limited administrative experience in education leadership experiences.

In order to complete the Master's degree in Educational Administration at Memorial University of Newfoundland, an internship may be undertaken. The University identified three major types of internship acceptable to the Department of Educational Administration. The diversified internship emphasizes experience in a variety of areas to give the intern a broad overview of the field of educational administration. The specific internship emphasizes more focused experiences leading to exposure to one particular area of administration. The third type of internship, that of the integrated approach, combines both diversified and the specific.

This internship has made use of the integrated approach to study the CEGEP system in Quebec. Special emphasis has been given to its organizational structure, curriculum, core and elective program, finance, student services including the liaison between high school and college, and the current conflict areas with the CEGEP system.

Placement and Duration of Study

After an initial orientation period of two weeks' duration in Quebec City, the intern visited four community colleges in Quebec. They were Hauterive College, Hauterive (a small French institution); Dawson College, Montreal (a large English institution); Sainte-Foy College, Quebec City (a large French institution); and Champlain Regional College, Lennoxville campus (a small English institution).

Quebec City, with a population much like that of St. John's, Newfoundland, has drawn many Quebecers from the country-side. Sainte-Foy has 4,003 full-time students where all instruction is in French. The Lennoxville campus is small in comparison, comprised of 1,072 students. Of these, 355 reside in the campus residence, while the remainder commute daily. Dawson College, the large English CEGEP in Montreal, has a student body of 6,077. This large campus attracts students from a population of nearly two and one-half million people in metropolitan Montreal. The Hauterive College has 994 students who come from the surrounding coastal area of the North Shore of Quebec.

While visiting these colleges, the areas of administrative structure, curricular programs, finance, and student services were explored more thoroughly. The intern spent one week at each of the four campuses and on his return to Quebec City spent a further week discussing with the DIGEC division what had been observed. Scheduled interviews were also held with eight administrative personnel in the colleges and at DIGEC to acquire a grass-roots look at the system in operation.

Objectives of the Internship

The Department of Educational Administration (1974) lists five broad objectives of the internship which are as follows:

1. To enable the intern to develop a more comprehensive view of educational administration. The gap between theory and practice, between what is taught in university and what actually takes place in the field is often quite substantial.
2. To provide the intern with the experience of carrying real administrative responsibility. Being taught to accept responsibility and actually accepting it are two different things.
3. To enable the intern to benefit from the experience of the cooperating administrator. It is the same thing as having a pupil-teacher ratio 1:1.
4. To provide a testing ground for the beginning educator whereby the adequacy of his training, probable success as an administrator, and the type of position for which he is best suited can be determined.
5. To instill in the intern a correct interpretation of the code of professional ethics.

The specific objectives of this internship are as follows:

1. To discover what the goals and objectives of the CEGEP system are.
2. To determine how the system is organized in both rural and urban areas of Quebec.

3. To discover what curriculum programs are being offered in the four CEGEP colleges visited.
4. To see what student services in the colleges consist of.
5. To determine how the system related to high schools and the universities.
6. To determine what part business and the industrial segment of society have to play in CEGEP education.
7. To discover exactly how the CEGEP system is financed.
8. To discover exactly what the CEGEP system has accomplished in Québec.
9. To discuss some of the problems with which the system is now faced.
10. To determine what, if anything, this system has to offer for Newfoundland.

Methodology

The method of research planned for this study was that of participant observer. Vidich (1955) has this to say of the technique:

The participant-observation technique has been offered as one of the best techniques on which to base prearranged observational and structured interview categories. The assumption is that, with his greater familiarity with the respondent's experiences and their meanings, the participant observer is in the best position to draw up meaningful categories. (p. 85)

Becker and Geer (1967) also endorse the method for gathering data:

... the observer participates in the daily life of the people under study, either openly in the role of researcher or covertly in some disguised role observing things that happen, listening to what is said, and questioning people over some length of time. (p. 322)

In this study, structured observations, that method which couples the flexibility of open-ended observation with the discipline of seeking certain types of structured data, was supplemented with informal discussion with key administrative personnel. Data were gathered by document analysis of the CEGEP system. Structured interviews with administrators at the CEGEP colleges of Haute-riive, Dawson, Lennoxville, and Sainte-Foy proved very informative as well when compiling information on the colleges.

Research Questions

The following questions were used to gather information concerning the present administrative structure, the curricular program offerings, the financing, and the student services made available by the CEGEP system in Quebec:

1. What is your position and main tasks in the CEGEP system?
2. What goals and objectives do you have for the college or system generally?
3. Has there been competent teaching staff to carry out the aims and objectives of the system?
4. What do you think were some of the primary motives for Quebec moving toward the area of community colleges in the 1960's?
5. What agencies were most responsible for the formation of CEGEP's in Quebec?
6. What cooperation have you received from government since the creation of CEGEP's up to the present day?

7. Has finance been adequate to achieve the goals and objectives of the colleges generally?
8. What aspects of finance can still be improved with the CEGEP system in Québec?
9. It appears that the administrative structure of your college is more complex than that of high schools generally. Would you explain the structure and function of CADRE, managers, and nonteaching professionals of the college system?
10. What difficulties have you had in acquiring competent staff for CEGEP administrative positions?
11. What forms of liaison exist between the high schools and your colleges?
12. Does the college system have difficulty in attracting students after they complete high school?
13. What percentage of high school students continue to CEGEP institutions?
14. Has the number who transfer into university from the colleges been high?
15. Have equal numbers of men and women entered college to pursue the programs offered?
16. Is there a problem created by English students wishing to enter the French CEGEP's or vice-versa?
17. Has the bureaucratic structure of the CEGEP system affected its overall efficiency?

18. The comprehensive college system with its transfer program seems unique to the Canadian scene. Why has Quebec made it compulsory for all high school graduates to enter college before university?
19. Was there any opposition from the public when this CEGEP system began?
20. What emphasis has been placed on a core and elective program that is compulsory for all students whether general or professional?
21. How important is continuous guidance and counselling to the system?
22. How much failure is experienced by students who enter the CEGEP system?
23. Are academic standards given priority due to the fact that students may transfer to university from the CEGEP's?
24. Has the work force been accessible for those taking terminal programs after they have received a DEC?
25. As we move into the 1980's, what do you perceive to be some of the major issues that will come to the forefront in your community colleges here in Quebec?
26. Do you see an expansion of present programs or development of new ones for the CEGEP system as a whole?
27. Has declining enrolments had any effect on your CEGEP system?
28. Has student protest caused much trouble since the CEGEP's began operation in 1967?

29. What advice would you give to Newfoundland educators if they decide to go the route of community colleges similar to what is in operation in Quebec?

CHAPTER IV

A DESCRIPTION OF CEGEP EDUCATION IN QUEBEC

This chapter provides a brief overview of the structure and function of DIGEC (General Direction of College Education) within the Ministry of Education for Québec. A description is also given of the four CEGEP colleges visited: Sainte-Foy, Lennoxville, Dawson, and Hauterive. In particular, this discussion focuses on college location, administrative structure, central office staff, teaching staff, nonteaching professional staff, college populations, and programs.

Overview of Quebec Post-Secondary Education with Emphasis on DIGEC

"Edifice G", a building housing major government departments in Quebec, is located in the older part of the city near the National Assembly buildings. DIGEC is located on the nineteenth floor of this 32-floor building. Here 118 people direct all activity taking place in the 46 colleges within the province.

The post-secondary sector is controlled by a minister who has a deputy and associate deputy minister working with him. Two special divisions have been organized to undertake computer science planning and to oversee the field of science and technology. Three general directors are responsible for adult education, college education, and the university system. Diagrammatically, the system functions in

accordance with Figure 3.

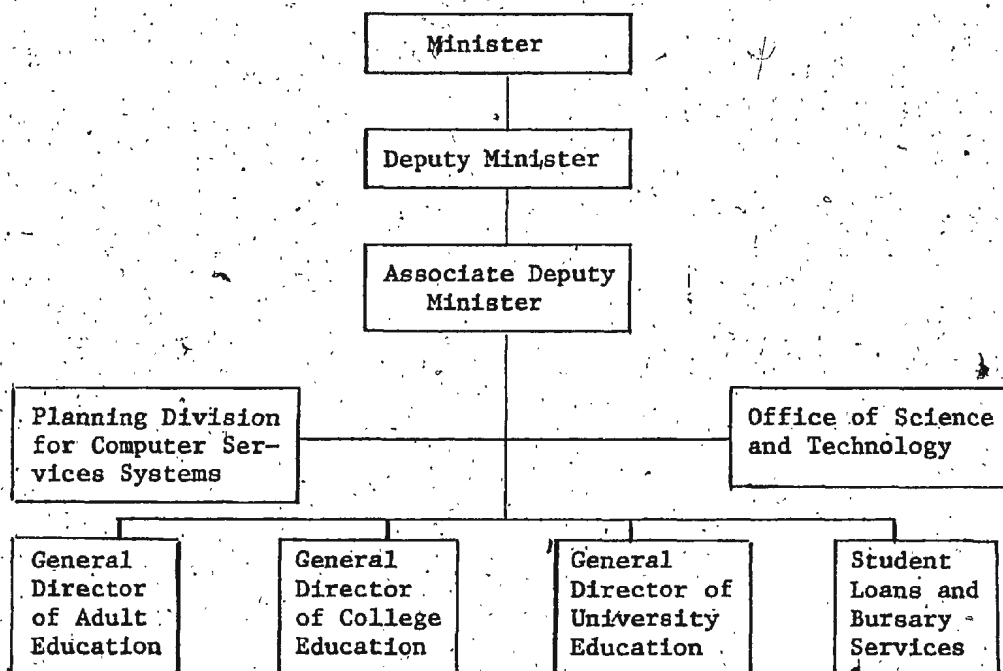


Figure 3. Post-secondary Sector.

A special department operates each of the various areas of post-secondary education. For this study, all research was carried out under the direction of M. Jean-Guy Ouellet, General Secretary of DIGEC.

A close examination of DIGEC reveals that the Director General of College Education has two assistants working with him. An additional position of General Secretary has been created to deal with the complexity of daily CEGEP system operation. The office of the Secretary General is kept busy dispensing information to the general public--its position largely one of liaison between DIGEC and the Quebec community-at-large.

An open area concept has been initiated at DIGEC, where the five main departmental divisions exist. Dividers separate the various departments but all are in close communication with one another. An efficient communication system makes it possible for all incoming telephone calls to be received even if a particular person is not available. Figure 4 shows the main components of DIGEC, which controls all 46 colleges. This arm of the post-secondary system alone is responsible for spending over \$500 million in 1980.

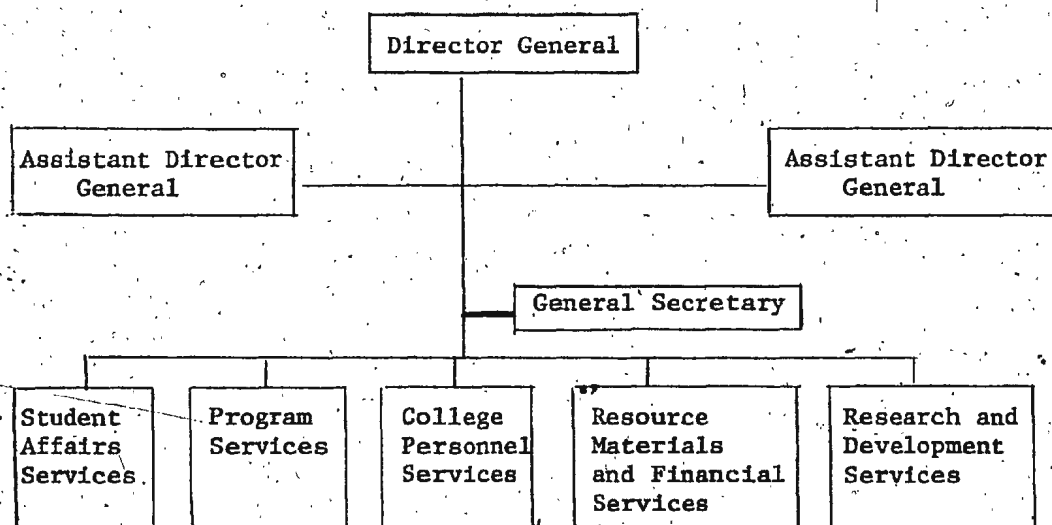


Figure 4. General Direction of College Education.

Sainte-Foy College, Quebec City. Sainte-Foy Collège, a classical college before 1967, is situated in the western part of Quebec City. Immediately adjacent to it is the English Saint Lawrence campus, and a short distance away is Laval University. Of the 4,033 students at Sainte-Foy, many transfer to Laval and continue a degree at the university after completion of a two-year college program.

For a college the size of Sainte-Foy to be administered adequately, a 19-member Board of Governors is responsible for all adopted policy. This board is responsible for hiring directors in three general areas. These are the areas of general administration which covers finance and operations, pedagogical services, and student services. Sainte-Foy College is permitted 15 top management positions which the French term CADRE. The college is presently operating with 12 since difficulty has been encountered in trying to hire new personnel. It is difficult to attract personnel from the security of collective agreements.

To aid the CADRE at Sainte-Foy, five gérants or managers have been hired to look after such areas as cafeteria, residence and janitorial services. Twenty-six nonteaching personnel also work in the system in areas such as guidance counselling, pedagogical services, library and audio-visual services, and finance. All of these CADRE, managers, and nonteaching professionals are in line positions.

This college has 20 departments where approximately 300 teachers conduct courses. The operation is backed by 175 support staff, made up of secretaries, technicians, and janitors. Overall, the efforts of this competent staff appear to have been very successful since the college reports a yearly failure rate of only 5 per cent.

Twenty programs are currently offered at the Sainte-Foy campus. Concentrations include health science, pure and applied science, human science, administration, and arts and letters. The usual specializations are in biological sciences, humanities

(especially social assistance and special education), administration, and fine arts. Of the 4,033 students, 1,532 are in general programs while 2,501 are on professional programs. Latest statistics indicate that 2,533 women compared to 1,500 men were attending this college, partly due to the fact that many courses have a feminine orientation in areas such as nursing and secretarial science.

Lennoxville Campus, Champlain Regional College. Lennoxville campus is one of three campuses in the Champlain Regional College system. Its sister campuses are Saint Lawrence in Quebec City and Saint Lambert on the South Shore near Montreal. The Lennoxville campus rents facilities from Bishop's University and is found in the rolling hills of the Eastern Townships of Quebec. It is situated five miles west of Sherbrooke in a country setting of peace and tranquility exemplifying the university setting of a long-established institution. Because Lennoxville campus is English, the enrolment has increased in recent years. Many French, as well as English students, come to the college to become immersed in the English language. Nearly 1,400 applications are expected for this coming academic year, while the enrolment for 1980 was 1,072.

Similar to Sainte-Foy, Lennoxville has a Board of Directors. However, the regional system makes this board responsible for three campuses. In other areas of the province, this regional system has been discontinued but the English wish to continue their central office at Sherbrooke, at least in the immediate future.

The Lennoxville campus has a highly centralized administrative structure. All directors and personnel are grouped close

together on one floor of a single building. Four CADRE run this English college, assisted by 12 nonteaching professionals. A teaching staff of 78 work closely with students in those areas where university transfer programs account for 80 per cent of courses taken. A support staff of 26 are available to give additional aid to the system. To date, no gérants have been hired on this small campus since the need is not there for managerial staff.

Pre-university programs are offered in health science, pure and applied science, social science, commerce, creative arts, fine arts, and literature and languages. Whereas Sainte-Foy campus has a wide range of technologies, only four of these are available at the Lennoxville campus. These career programs include special care counselling, administration technology, secretarial science, and data processing. Since this college is highly academic, with most programs offering transfer into university, the failure rate remains high. Of 600 students who enter the CEGEP, only 250 graduate after a two or three year period at Lennoxville College. Thus, a failure rate of 60 per cent is not uncommon. One of the academic deans reported that many capable English students leave Quebec to pursue studies elsewhere, thus lessening chances of a high success rate at the Lennoxville campus.

Dawson College, Montreal. Dawson College is situated in downtown Montreal with the administrative office on McGill Street near the waterfront and CN dockyards. This college is presently operating on five separate campuses within a five-mile radius. These campuses are called Selby, Richelieu, Viger, Le Marimer, and

Lafontaine. The central office must serve five campus directors in a system that is highly academic and sometimes remedial for many students who came from low socio-economic backgrounds.

At present, there are 977 employees, including teaching and support staff, responsible for 6,077 full-time students. Seventeen CADRE are available for the system, so that the positions of Dean of Students, Academic Dean, and Dean of Administration require CADRE positions on each campus. The Assistant Dean of Students has been given the responsibility of campus director so that CADRE positions will be kept to a minimum. On Dawson campus 65 professionals are busy helping the various administrative departments. They, in turn, are assisted by 252 support personnel. For a campus of this size, there are 643 teachers, yielding a ratio of 1:9.5. This is a very low pupil-teacher ratio, contributed to by involvement with so many remedial programs. Many students take three years to complete a two-year program at Dawson.

As with other colleges in Quebec, a Board of Governors controls all activity at Dawson. This board is comprised of 5 appointed members, 4 parents, 4 faculty members, 2 students, 2 ex officio members (namely, the Director General and Director of Pedagogical Services), and 2 co-opted members. While it is normal to have 19 members, there is also a college senate comprised of 10 faculty, 10 students, 5 professionals, 4 ex officio members, the 5 directors of pedagogical services, and 2 assistant directors of pedagogical services.

Statistics for 1980 show that of the 6,077 students in full-time attendance, 4,471 are enrolled in university transfer programs, and 1,606 are taking professional programs. Seven pre-university programs are offered which include health science, pure and applied science, social science, commerce, creative art, language and literature, and fine arts. Eighteen career programs are offered at Dawson in paramedical technology, engineering technology, business programs, social programs, and applied art technology. All pre-university and professional programs require four English and four humanities courses, although physical education is not required as in other CEGEP's.

Hauterive College, Hauterive. Manicouagan campus, situated at Hauterive near Baie Comeau on Quebec's North Shore, became Hauterive College on July 1, 1980. This college was founded by Monseigneur Labrie in 1954, and in 1968 became associated with the Rimouski CEGEP. In 1971, a two-campus North Coast system was accepted by government which included Manicouagan campus at Hauterive and Mingan campus at Seven Islands. Hauterive College now attracts students from Tadoussac to Baie Comeau and has grown from 150 full-time students in 1958 to 994 students in 1980.

Like the Lennoxville campus, Hauterive operates from one large building, which is undergoing extensions this summer. The administrative staff is comprised of 3 CADRE, 2 gérants, 15 non-teaching professionals, and 20 support staff. There are 84 on the teaching staff, for a total of 124 employees within the college.

Until this spring, a Board of Governors at Baie Comeau was responsible for operation of this two-campus system. However, the communities of Hauterive and Seven Islands have now set up individual college boards and the central office at Baie Comeau is being terminated.

This college, located in an area where emphasis is on trades and technology, has 618 professional students and 376 in general programs in 1980. It can be compared to Sainte-Foy campus in this respect, and has been looked on very favourably by DIGEC officials who wish to see this ratio of general and professional students in every college in Quebec. Eight professional programs are currently offered, including fish and wildlife technology, nursing technology, forestry technology, public works technology, electrotechnology, special education technology, administration, and secretarial science. Four programs are offered for those wishing to transfer to university. These include programs in science, and arts and letters. Overall, the success rate is high at Hauterive College. The Student Services Division reports failure rate at between 13-17 per cent for college students who came here from all parts of the Quebec North Shore.

CHAPTER V

FINDINGS OF THE STUDY

This chapter sets forth findings in the CEGEP system now functioning in Quebec, with particular reference to DIGEC and the four colleges visited during this study: Sainte-Foy, Lennoxville, Dawson, and Hauterive. Specifically, this chapter centres on the administrative structure of DIGEC and four individual colleges to show how finance is made available, through DIGEC, to the colleges. Program development, as it relates to DIGEC control, and standardization of course content for all four colleges is thoroughly explored. Finally, a brief account is given of DIGEC's role and function in student services together with an account of student services activities in each of the four colleges.

Administrative Structure of CEGEP Education in Quebec

Ministry of Education (DIGEC). When the Government of Québec created a collegial system of education in 1967, it was careful to institute a control agency to oversee educational development within that province. This general direction for college education is capably run today by M. Jean Pronovost with the help of his assistants, M. Beaupre and M. Olivier. M. Jean-Guy Duellier, General Secretary, is the public relations' man and very crucial to the image that DIGEC projects to education circles in Quebec and indeed

the rest of Canada. A more detailed breakdown of DIGEC at the Ministry of Education level contained in Figure 5 portrays the internal function of each division of that system.

The office of the administrative secretary is comprised of five sections dealing with budget responsibility, foundation responsibility, system information, staff appointments, and document administration. Of the five separate departments responsible directly to the Director General, three have various divisions to ensure smooth operation of their respective services; namely, resource materials and finance, research and development services, and program services.

Since development of college education is an ongoing activity in Quebec, a special Research and Development Branch is active to ensure that this system will continue to expand and improve. Together with the Revenue and Development Branch, a progressive Program Services Division operates to verify that programs are current and relevant. An important daily task of this programs division is evaluation of all programs in operation. A second major task is to develop new programs to meet the challenge of Quebec's changing technology.

Sainte-Foy College. Since each of the 46 CEGEP colleges in Quebec operates as an autonomous corporation, the administrative structure of Sainte-Foy is very similar to the structure that exists at DIGEC. As needs arise, the administrative structure at Sainte-Foy has grown to give greater coordination and control to this expanding complex. The college is administered by a 19-member Board of Governors who act as the policy-making body. All CEGEP

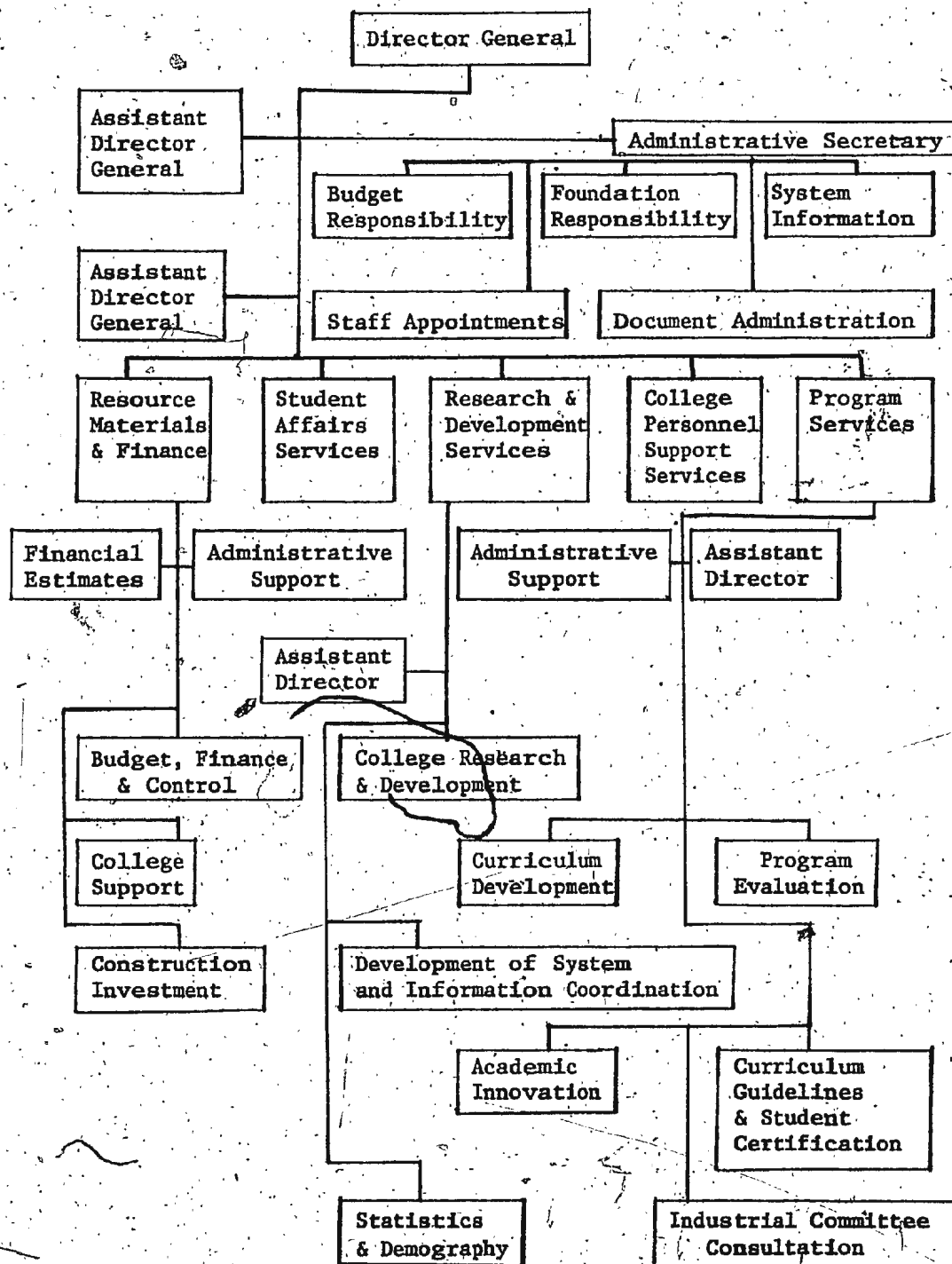


Figure 5. General Direction of College Education in Quebec.

college boards are similar in make-up to that of Sainte-Foy, containing the following memberships:

- a. Director General of the college
- b. Director of Pedagogical Services
- c. Director of Student Services
- d. Five representatives of the college personnel
(3 teachers, 1 professional, 1 support staff)
- e. Two students (one selected from the adult division)
- f. Four parents of children in the college
- g. Five community representatives

At Sainte-Foy, the Board of Directors, known as the "Conseil d'administration", meets on a monthly basis or when the need arises, as in the case of strike or walk-out. Recently, government-enacted legislation has sanctioned the organization of a "Council of Colleges" to foster closer liaison between individual college boards such as Sainte-Foy. At least eight of these appointees will come from within the existing colleges. This Council of Colleges will report directly to the Ministry on the state and needs of college education in the Province of Quebec. At present, the Federation of CEGEP's is also very active and Sainte-Foy has input to this body. The college is represented by the President of the Board of Directors and the Director General of the college. Thus "La Federation des CEGEP's" is viewed by government as an association of administrators.

The Director General's office and support staff supplying information at Sainte-Foy act as the main administrative arm of the college. A weekly meeting is held with the management committee

comprised of the director, assistant director, general secretary, and the directors of student services, pedagogical services, equipment services, and personnel services. At this meeting problems that arise daily in college operation are discussed and direction is given for action to be taken. It is this committee that gives direction to the administrative division and indeed sees that all adopted policy is implemented. The following "organigramme" (Figure 6) reveals the lines of authority and lines of consultation and collaboration extant in a typical college:

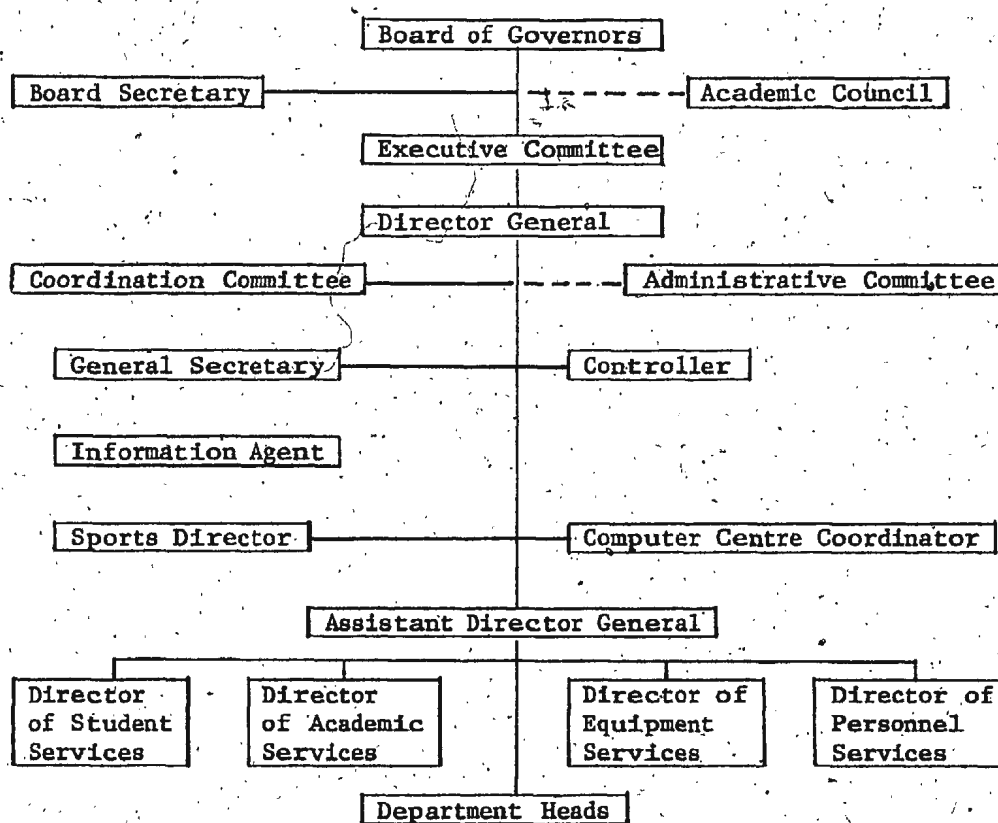


Figure 6. Organigramme for Sainte-Foy Campus.

The pedagogical committee, known as the academic council, has ceased to function at Sainte-Foy because the teaching staff has refused to participate in a committee that is consultative only.

Lennoxville Campus, Champlain Regional College. Lennoxville campus is the only campus visited which did not have an organigramme drawn up on paper, but it does contain general administrative, pedagogical, and student services divisions. Since the campus is one of three campuses of Champlain Regional College and at the same time operating on a university campus, there are aspects of its operation which differentiate it from more autonomous colleges in Quebec.

Facility rentals have created many problems for both staff and CADRE at this college. Staff feel the space is inadequate, while CADRE express the concern that space is simply poorly utilized. Rental time for the arena, auditorium, gymnasium, language laboratories, pool and sports field often conflict with university requirements of Bishop's University. Recent decreases in enrolment have somewhat alleviated this problem of shared facilities and compromise can usually be worked out to the satisfaction of the university and the college.

At Lennoxville, the campus director and two co-ordinators of academic services direct and oversee all college activity. The administrative officer and registrar position is also considered extremely important. Basically, these four CADRE positions represent all that is required for smooth operation of this facility. One of the major concerns of the campus director has been promotion of administrative staff from within the teaching ranks of the system.

It is felt that these people often tend to ignore their role as management in a union-management situation.

Another major area of the administrative structure is the student services division. Because so many English students have serious writing problems, a special work area has been arranged where remedial help and counselling is available on a daily basis to all students who wish to upgrade their communication skills. As well, a full-time position has been created for a residence director having responsibility for six off-campus buildings. Students need supervision and counselling when they are placed on their own in private apartments. The administration considers this a major problem because students abuse new-found privileges and often are expelled from the campus when they fail to show responsibility. This may well be a contributing factor for high failure rates reported at the college.

Dawson College. The Director General of Dawson College occupies a position of much responsibility. Since this large Anglo-phone college has five campuses, the position calls for considerable coordination on the part of acting campus directors and the Director General. The management team must deal with interpretation and implementation of collective agreements, local negotiations when necessary, financial planning, physical plant planning, public relations, and external liaison with high schools and universities within the city of Montreal.

Dawson College has 17 CADRE working in three major divisions. A Dean of Students, an Academic Dean, and a Dean of Administration

have responsibility for all that transpires on each campus of the Dawson complex. The Dean of Students is responsible for guidance counsellors, the "animateurs", financial aid, placement of students, black and third world departments, and sports. The Academic Dean is responsible for the deans of science and arts technologies, as well as the library, registrar, and audio-visual services. The Dean of Administration has responsibility for personnel, labour relations, plant management, and information services.

Similarly, on each campus the Assistant Dean of Students is acting Campus Director. Working with him on the campus is the Director of Plant Facilities, a Director of Finance, a Director of Pedagogical Services, and a Director of Continuing Education. Within the three main divisions, both at central office and on each campus, every employee fits into the hierarchical structure at his particular level. Because Dawson has long traditions of collegiality, orders are not simply dictated from above, but rather whole mechanisms for consultation and shared decision-making have grown over the years.

One of the biggest administrative problems for Dawson is administration of collective agreements existing on three fronts at this college, and which use up 85 per cent of the budget. First, there is a collective agreement with teachers. Secondly, there is the collective agreement with support staff. Thirdly, there are the nonteaching professionals of the college who have a separate collective agreement with government. The management group, known as CADRE, is excluded from collective bargaining procedures and has its own private agreements with government.

Hauterive College. Personnel at Hauterive College have just completed a new organigramme to depict their new administrative structure which deviates somewhat from the regional structure in operation previous to July 1, 1980. The following organigramme (Figure 7) is, in many ways, similar to that of Sainte-Foy College and is typical of college administrative structures in Quebec:

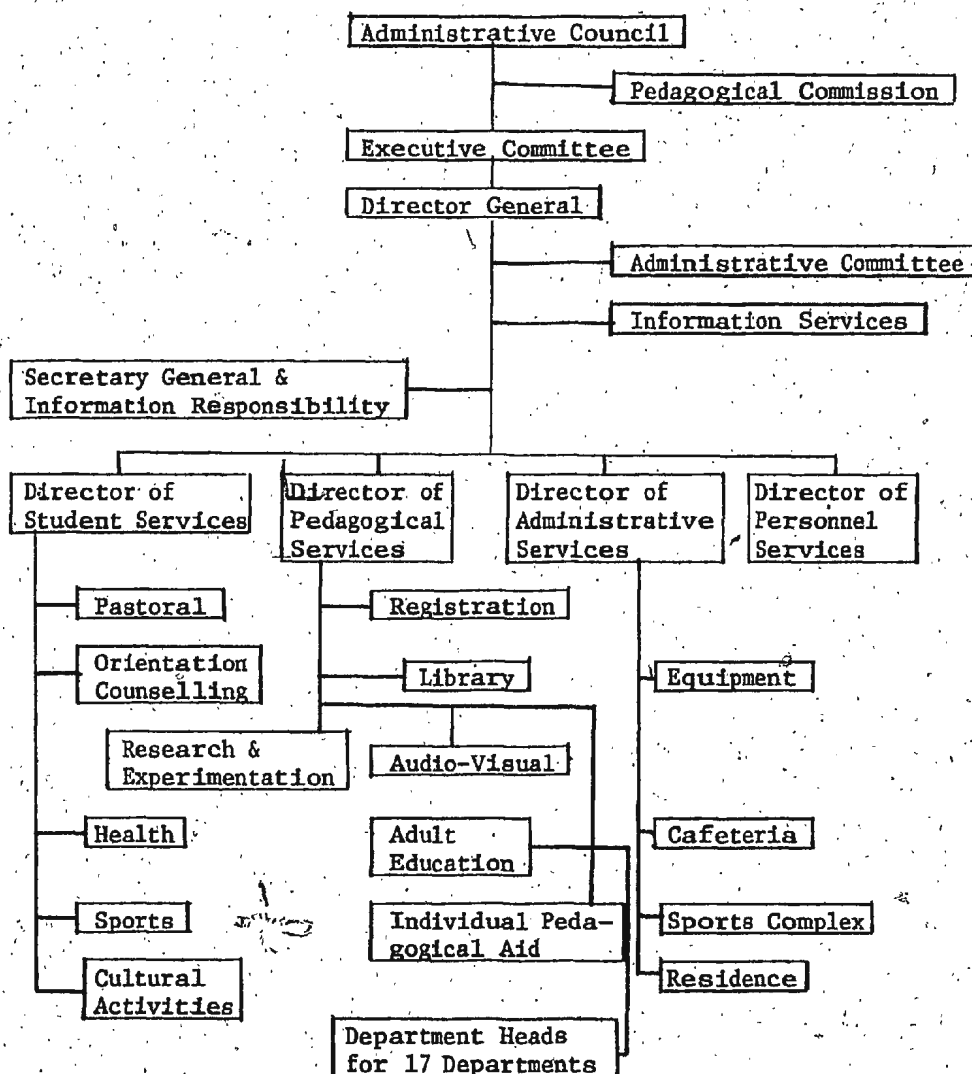


Figure 7. Organigramme for Hauterive College.

There are three CADRE presently at Hauterive campus. These include a Director General, Director of Pedagogical Services, and Director of Student Services. Two managers have also been hired to look after cafeteria and janitorial services for this institution. Weekly meetings are held by the administrative committee to discuss problems that arise relating to programs and day-to-day issues of administration of the college. A pedagogical commission has also been included in the organigramme for Hauterive College, and it is hoped will have more input at Hauterive than the academic council has had at Sainte-Foy College in Quebec City.

This community college is now seeking a new Board of Directors because of the discontinuance of the regional board at Baie Comeau. Mingan campus at Seven Islands will also become Seven Islands College. Although Hauterive exists as an outport area of Quebec, it appears to have very young, exceptionally well-informed, energetic staff. The Director of Pedagogical Services expressed the view that staff problems exist wherein it is difficult to hold competent people in this northern community. Although qualified people are returning to the area, outward migration far exceeds inward mobility of staff to the region.

Summary

Over the years a complex administrative structure has grown both at DIGEC and at the 46 colleges in Quebec. CADRE positions have been created in the colleges so that top management can give directions to each college and work in close cooperation with the CADRE at DIGEC. The organigrammes of the colleges and DIGEC have much in common.

Both at DIGEC and at the colleges the Director General has four people directly responsible for daily operation. These include the Director of Pedagogical Services, the Director of Student Services, the Director of Administrative Services, and the Director of Personnel. It would appear that the administration of each college requires CADRE, managers, and nonteaching personnel, although it was expressed by one campus director that the colleges could function effectively with less administrative personnel (Matson, 1980).

Financing the CEGEP System

Ministry of Education (DIGEC). For the first several years after CEGEP colleges were begun, it was agreed that an inadequate system of financial accounting was evident in most areas where charters had been given for local groups to either construct or integrate classical colleges into the new system (Delisle, 1980). By the early 1970's, DIGEC was able to integrate a financial services division to account for all money spent by the college and by itself. During the late 1960's, vast sums of money were made available by government for the CEGEP system, but by 1973 each college would receive its allotment of money based on the precise number of students it had. A system was devised so that the norm for each area of expenditure was used by government in the allotment of money to a college.

In 1979, the cost of operating DIGEC ran to \$2,904,400.00, with an estimated expenditure of \$3,289,200.00 for 1980. Compared to an expenditure of over \$6 million by the office of Director

General for Adult Education, this is considered low (Ouellet, 1980).

The overall CEGEP budget has been lowered nearly \$20 million this current year because enrolments have been declining. Top management at DIGEC, as well as in the colleges, are very concerned with further financial restraints being placed on their system. In fact, estimated cost of servicing the long-term debt of the CEGEP's was \$61,738,600.00 in 1979 and is predicted to go much higher in 1980.

The total budget administered this year by DIGEC is approximately \$500 million, of which the campuses of Sainte-Foy, Lennoxville, Dawson, and Hauterive received \$15 million, \$5 million, \$27 million, and \$4 million, respectively. DIGEC has set up eight financial groups that state where money is to be spent by each college. These groups are as follows:

- Group I -- General administration and pedagogical services
- Group IIA -- Teacher Salaries
- Group IIB -- Teaching Support services
- Group III -- Material and Technological personnel for
laboratories
- Group IV -- Library and audio-visual services
- Group V -- Student services
- Group VI -- Data processing
- Group VII -- Student transportation
- Group VIII -- Building and equipment services

The amount of money allotted to each college is determined by computing the total number of students for a particular year, the total number of programs offered by a college including hours of

teaching time for each program, and a norma system which either takes from or adds to total personnel for the coming year. Because of duplication caused by students registering at several colleges, registration centres have now been opened in major areas of Quebec so that accurate enrolment figures can be obtained on student numbers for each college applying for salary units in a particular year. Overall, there is no great shortage of money, and guarantees are built in to hold class size down to an average of 12-13 students.

Sainte-Foy College. For the first ten years of college operation in Quebec, Sainte-Foy College has had more than adequate resources to meet all of its needs. It is only within the last three years that shortages are starting to arise, caused by an inflationary spiral on all goods and services. Since all other groups within the budget have basically been at zero budgeting except money to meet salary requirements for escalating cost of collective agreements, the administration must now make decisions if they wish to continue certain services at a level of previous years. Although resources are not being cut back, they are trimmed at a certain level not sufficient to meet the present-day need of the college.

Of the total grant of \$15 million in 1980, teachers' salaries accounted for \$8 million of the money spent, or an average of \$26,666.66 per teacher. Another large portion of the grant was used to pay the 218 support staff comprised of CADRE, nonteaching professionals, secretaries, janitors, managers, and technicians. Remaining money must be used to cover expenses in other groups such as student services, library services, audio-visual services, data processing,

computer services, and building and equipment services.

A more detailed breakdown (Figure 8) of each group shows where Sainte-Foy campus spent its money in 1980.

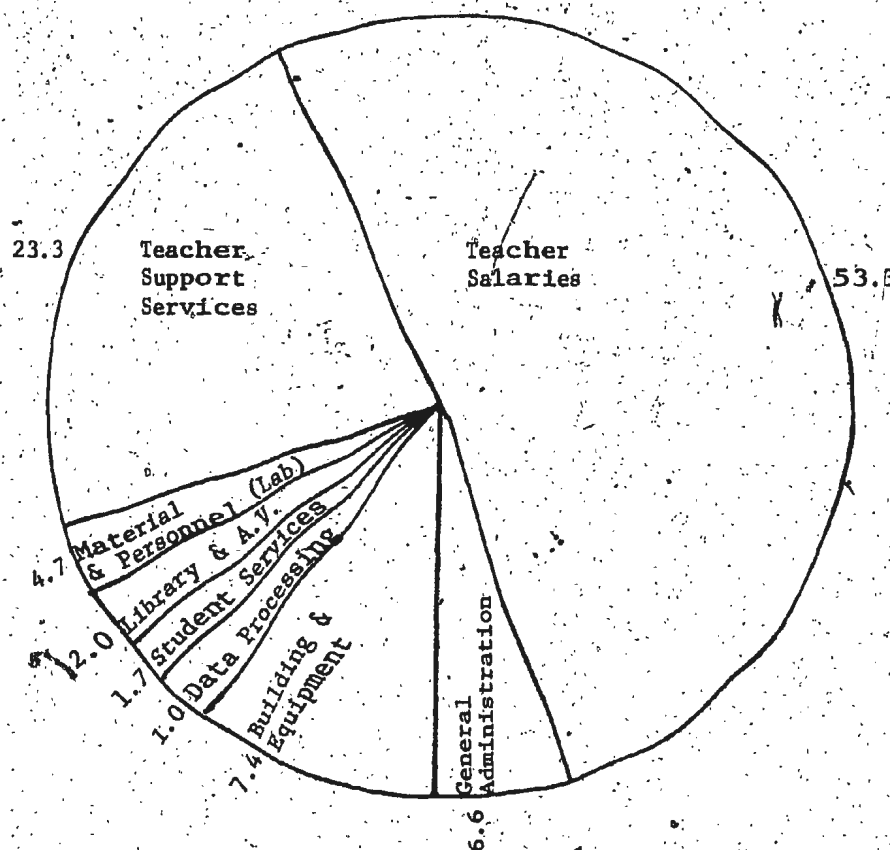


Figure 8. Percentage Breakdown of Operational Costs for Sainte-Foy in 1980.

Concern was expressed at this college that a large part of the grant is taken to cover salaries of teachers, support staff, and management. This year, nearly 85 per cent of the government grant

is being used in this area with little money left to purchase much-needed equipment and material. Collective agreements are so strong in Quebec that many fear further concessions might bankrupt the system and the government. It would appear that government will have to deal more severely with teacher unions in future negotiations if government negotiators wish to change clauses concerning guaranteed incomes. If declining enrolments mean that fewer staff are necessary, then some arrangements will have to be made to terminate excess staff.

Lennoxville Campus, Champlain Regional College. Finance has been given freely over the years to efficiently operate the Lennoxville campus (Cavanagh, 1980). Due to the uniqueness of the English campus, demand for admission by both English and French students has risen over the last two years. The one area of concern to administrators is the escalating salaries of teaching staff. Collective agreements have become so strong that once a teacher receives tenure, he cannot be laid off, even if enrolments decline. He can be transferred but he cannot be forced to leave the teaching profession. Though transfers to other areas are becoming more difficult because of fewer openings, Lennoxville campus has not had this problem to contend with as yet.

Salaries to teaching staff have only taken up 47 per cent of the operating budget, partly because most programs offer university transfer. Academic courses call for less expensive laboratories and technicians to run them. Building rental and taxes have been high for Lennoxville, this year approaching \$1 million. Residences have been maintained outside the normalized operating budget, producing

revenue of \$320,000.00 compared to expenses of \$225,000.00. Thus, they have been able to realize a profit of nearly \$100,000.00. Feasibility of college residences has thereby been proven to government representatives who were rather skeptical about a college administering such a complex.

A more detailed breakdown of expenses for 1980 is presented in Figure 9:

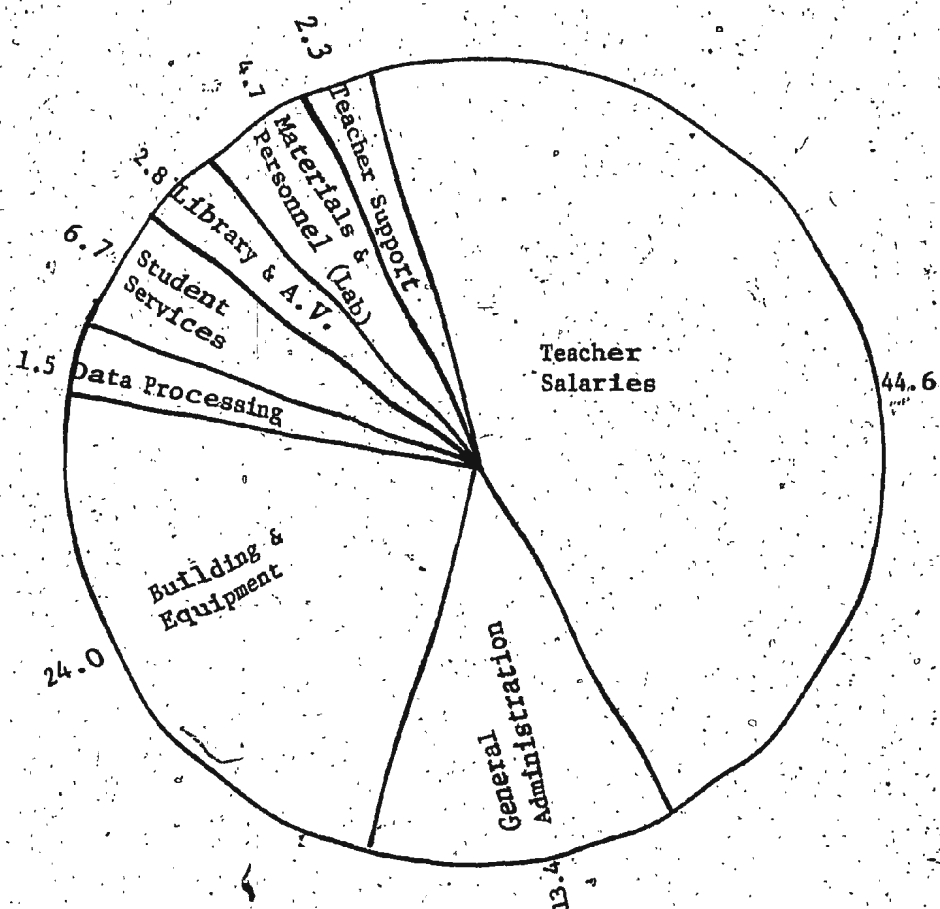


Figure 9. Percentage Breakdown of Operational Costs for Lennoxville Campus in 1980.

It is evident that support services of \$110,000.00 have been kept very low, particularly because of the kind of programs offered. The campus director is very concerned that severe inflation in Quebec will further hinder the purchase of material and supplies. A concerted effort by faculty and staff this year has held the line on increases, and with careful management they have been able to cut costs in areas such as data processing and audio-visual materials (Matson, 1980). Further worry, also expressed by Sainte-Foy College, is the current lack of money to purchase new equipment or to update what is in need of repair (Donnelly, 1980). After 13 years of operation much of the equipment must be replaced, but costs have more than doubled since 1967.

Dawson College. Dawson's financial budget amounted to \$24.5 million for 1980—an annual cost of \$4,500.00 per student. A supplementary budget of \$2.5 million had to be introduced to cover operating expenses that had not been foreseen when estimates were drawn up the previous year. The CADRE have been pleased with financing of their complex but there are two areas where they feel much improvement is needed. The first area concerns facilities which, in themselves, are inadequate for the college (Adley, 1980). Lack of physical education facilities has made that compulsory part of the program impossible, even with the Olympic Complex in the city available to the college. Many of the buildings are old and need refurbishing and renovation. In fact, negotiations have now been completed with the provincial government to have another large downtown building purchased and renovated for CEGEP operation.

The second area of inadequacy lies in the area of capital budget for new equipment. Engineering technologies equipment is very outdated but sufficient money has not been made available to have replacements brought in. Management hopes that further negotiations with government will make top executives see the need for new equipment and that increases will be forthcoming for building and equipment services.

The following budget (Figure 10) accounts for money spent at Dawson in 1980:

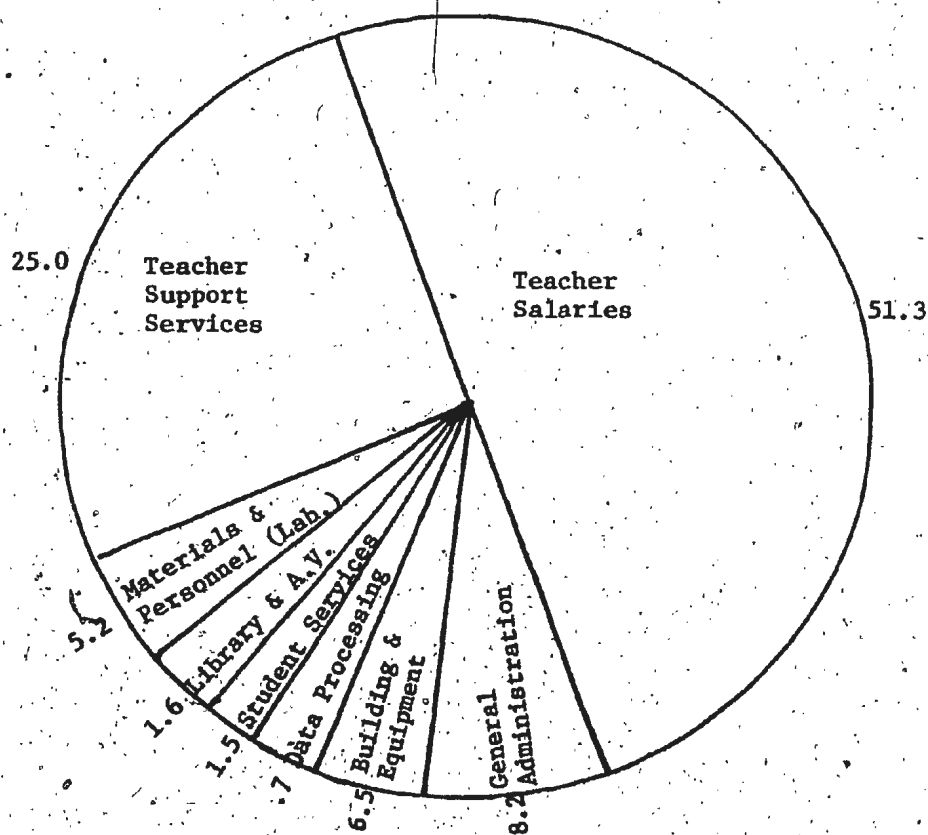


Figure 10. Percentage Breakdown of Operational Costs for Dawson College in 1980.

Hauterive College. Hauterive College was the only college visited that admitted to a surplus this past year of \$75,000.00. Money allotted by government for a particular group, student services for example, is not permitted to be used for purchase of equipment and supplies. It is unfortunate because this extra money and interest goes back to government at the end of the school year. If transfer were permitted, it would greatly aid colleges to better disperse monies where they are most needed. General consensus at this college is that more money could be spent on physical education programs because of the vast numbers of rivers and mountains all around the community. The fish and wildlife program has gained popularity, but little has been done in the area of liaison between industry and the college. More money could be made available so that students could become involved with industry on the coast beginning with their first year of college training. For a three-year technology student, no visitation is carried out with industry until the third year of study, and even then to a limited degree.

The following record of accounts (Figure 11) indicates where money was spent in 1980:

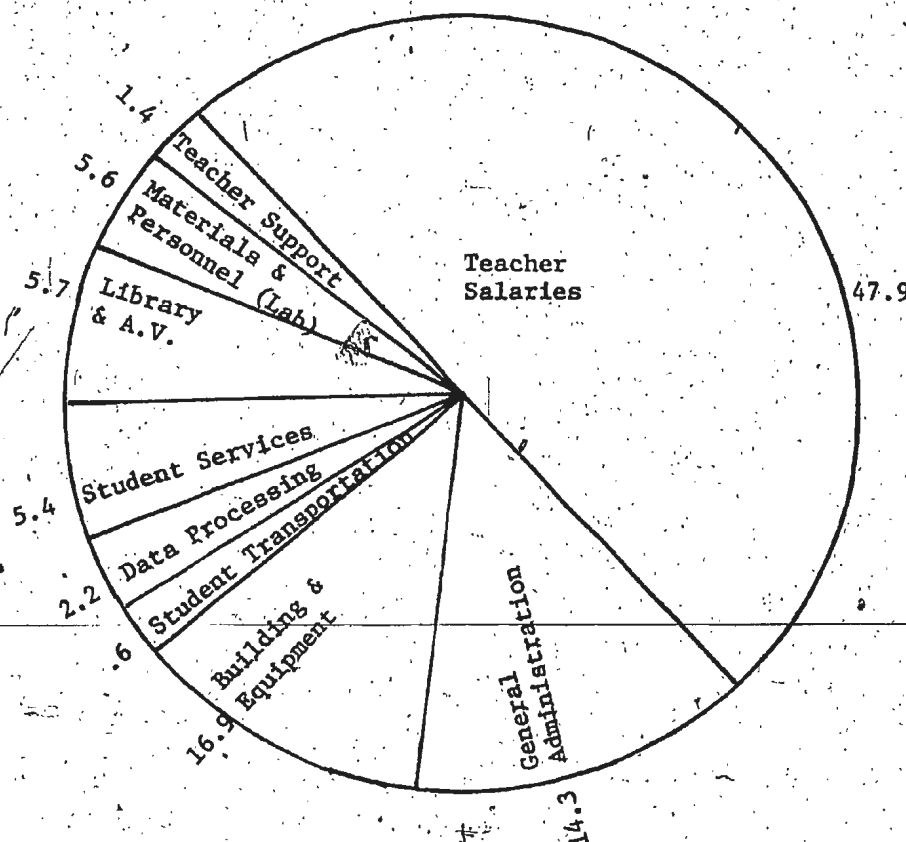


Figure 11. Percentage Breakdown of Operation Costs for Hauteville College in 1980.

Summary

When the CEGEP's were first introduced, no system was in place to dispense money to the colleges. Charters were granted and each college was given a grant of money to begin operation. By 1973, a system of accounting had been organized whereby money was allotted on a norm basis with eight Groups set up within each college. Today, a computerized system is used to determine grants and to

account for all money spent in each college.

Throughout Quebec, college administrators have been more than pleased with money flowing into their CEGEP system. In recent years there is a growing concern that equipment and material will need constant replacing but the provincial government has not raised the grants permitted in this area. It is apparent that salaries for college personnel is drawing heavily on the budget of each college.

Curricular Program Development Within the CEGEP System

Ministry of Education (DIGEC). Beginning with the first 12 CEGEP colleges in 1967, DIGEC has had much input and control over all programs developed for college education in Quebec. Each year the "Cahiers", a detailed course outline of every program in operation, is published for the colleges of the province. Actually, colleges have no power to change a program or create new programs for their particular locality. Every program must be taught with texts recommended by the Cahiers. This program guide also sets out the actual number of instructional hours needed for a course and recommends time students should spend at private study for each course taken. Individual colleges have the right to determine methodology, but all curriculum is developed at DIGEC. The idea of a fundamental formation and a democratization of all students is basic to all programs, be they technological or university transfer. The student is expected to grow as an individual, to be able to debate philosophical issues, and to become a Quebecker who is knowledgeable in the world around him. Every student is being trained to play a role in

society, to have an appreciation of his background, his culture, his books, his music, and everything that makes one a Québécois.

The CEGEP system is unique in that students who enter college do not need to immediately choose what stream they will follow throughout their college program. For example, the first-year program is rigidly structured, and on its completion a student can decide to continue a program leading to university transfer or pursue a professional program of study. In many cases, the student enters a CEGEP with a preconceived plan for a particular program. If he selects a professional program, pursues it through, and receives a Diploma of College Study (DEC) in his specialty, he can continue further university study later. The university option is never closed and credit is given for work completed.

The program services division of DIGEC is responsible for two programs operating in the CEGEP system. The first program is that of the "Programme de formation générale." This program covers the discipline of health science, pure and applied science, human science, administrative science, and arts and letters. Emphasis is placed on the "formation fondamentale" of students at this formative age, and compulsory courses are conducted in one's native language, dealing with language and literature, philosophy or humanities, and physical education. Every student is required to complete 12 compulsory courses, 12 concentration courses, and 4 complementary courses. At graduation, the student has completed 28 courses entitling him to Ministry DEC. The college graduate is now prepared to proceed on to university for a three-year period.

A second program is that of the "Programme de formation Professionnelle." Presently 135 programs are offered in the areas of biology technology, physics technology, human technology, administrative technology, and arts and letters technology. It is interesting to note that mathematics and philosophy are important components of both professional and general programs.

Recently, the provincial government has considered changes in overall program formation. A credit system is suggested whereby 45 periods devoted by a student to a learning activity would yield one credit. Two-year pre-university programs would involve 60 credits, while three-year professional programs would require 90 credits. The main change would be in the area of compulsory course requirements. It is proposed that $21 \frac{2}{3}$ credits, instead of the present $18 \frac{2}{3}$, be used to replace the present compulsory part of the program. The new credit system would have the following order:

Philosophy/	8 credits
Language and Literature	8 credits
Quebec Civilization	2 credits
Physical Education	$2 \frac{2}{3}$ credits
Total	$22 \frac{2}{3}$ credits

Sainte-Foy College. When the Quebec government launched the first CEGEP's in the province, the government hoped to see 65 per cent of students taking professional programs and 35 per cent taking university transfer. In many colleges quite the reverse developed, but Sainte-Foy College developed along the wishes of government. Today, 62 per cent of students are enrolled in professional courses.

dealing with biological science, humanities, administration and fine arts, while 38 per cent go on to university after two years at Sainte-Foy College.

As with all CEGEP programs, if a student takes a general program he has 12 obligatory courses, 12 concentration courses, and 4 complementary courses. These programs are available in health science, pure and applied science, human science, administrative science, and arts and letters. A student must choose 4 courses from French, 4 courses from philosophy which are quite specific, and 4 physical education. The student has some choice in physical education, but must take part in eight activities yielding four course credits over the two-year period.

Within his area of concentration, a student must choose three courses each semester related to his area of specialization. These courses, in total, cannot be selected from more than four disciplines, or contain more than six courses in any one discipline. Sometimes that student only has two choices he can make on his own; the other 10 are determined by the particular field of study. Four "core complémentaire" courses require the student to touch upon yet another area of knowledge outside of his obligatory field and outside of his specialization.

Within the professional programs, the first two years are also very structured. The student is required to take the same compulsory part of the program that the general students take, but in the third year the student takes only concentration courses dealing with the field he has chosen to study. The only two

exceptions at Sainte-Foy are in fine arts and music. Here specific programs are largely determined by the students and courses within their concentration are selective to a high degree.

Lennoxville Campus, Champlain Regional College. Nearly 80 per cent of the students on Lennoxville campus are enrolled in university transfer courses. That is a general trend with English college campuses in Quebec and one finds the majority of English students still university-bound. Here they must take the compulsory core program along with required concentration and complementary courses to obtain a Diploma of College Study issued by the provincial government. A four semester, pre-university program offered in fine arts is popular at Lennoxville and consists of these course requirements:

1st Semester

Physical Education
Humanities
Language and Literature
Research and Documentation 1
Technical Drawing 1
Complementary Course

2nd Semester

Physical Education
Humanities
Language and Literature
Research and Documentation 11
Technical Drawing 11
Complementary Course

3rd Semester

Physical Education
Humanities
Language and Literature
Pictorial Organization 1
Spatial Organization 1
Drawing 11
Colour 1
Specialized Techniques 1
Complementary Course

4th Semester

Physical Education
Humanities
Language and Literature
Pictorial Organization 11
Spatial Organization 11
Colour 11
Specialized Techniques 11
History of Art 111
Complementary Course

(Lennoxville Campus Calendar, 1980-81, p. 53)

Career programs are offered in four technologies at Lennoxville and include administration techniques, data processing, secretarial science, and special care counselling. These programs

can be completed in two and one-half or three years. Course work provides students with the specific background in a variety of disciplines and institutional training is also given for general exposure to the field one is entering. To date, few students have had difficulty finding work once they have the DEC in administrative techniques, data processing, secretarial science, and special care counselling. A student wishing to follow a three-year data processing course at Lennoxville has to take the following courses:

1st Semester

Physical Education
Humanities
Language and Literature
Calculus 1
Introduction to Electronic
Data Processing
Introduction to Computers
Complementary Course

2nd Semester

Physical Education
Humanities
Language and Literature
Applications of Matrix Theory
and Probability
Introduction to Programming
Techniques
Assembler Language
Complementary Course

3rd Semester

Physical Education
Humanities
Language and Literature
Accounting 1
Operating Systems
COBOL 1
Complementary Course

4th Semester

Physical Education
Humanities
Language and Literature
Probability and Statistics
Introduction to Business
Management Analysis
COBOL 11

5th Semester

Human Relations
System Design and
Implementation
Computer Operations
Programming Components
Administration Principles
Complementary Course

6th Semester

Systems Implementation 11
FORTRAN and Scientific
Application
Computer Applications
Final Semester Project

(Lennoxville Campus Calendar, 1980-81, p. 63)

Dawson College. This large English CEGEP has two-thirds of its student body enrolled in university transfer programs. A large

number of teachers have been hired to give remedial help since many students take three years to complete the pre-university program. Since most students live at home, the cost to attend this tuition-free college is not high. Many students sacrifice an extra year to acquire the DEC. It should be noted that programs are set up at different levels of difficulty in this college so that graduates do not necessarily have the same competencies upon graduation. This presents problems for universities who generally accept all DEC students.

If a student were taking a program of social science, he would take four English courses and four humanities courses. The physical education requirement is not possible at Dawson because facilities are not available. Within the area of concentration, the student might take courses in sociology, history, psychology, and political science. Not more than six courses are permitted in any one discipline, and there must be a minimum of three disciplines. A student could not take sociology and history only, but rather sociology, history, and psychology, or political science, or even all four, if he so desires.

A student has a choice within four English courses, but has to select a course from Level I, II, III, and IV. The four humanities, like philosophies in the French CEGEP, are all compulsory. Four optional courses are selected from Group I which is science, Group II which is social science, and Group III which is language and literature. If a student has chosen social science as his concentration, he must select his optional courses from science

or language and literature. In essence, this forces the student to get a broader education.

At Dawson, a wide range of technologies are available. Although the DIGEC course outline lists 135 programs, it is doubtful if more than 40 to 50 are in operation throughout the province. English language colleges have worked collectively in planning programs so that a program is usually offered at one college. Nursing and business administration are two exceptions to this rule. Of the 18 programs at Dawson, several are now offered on a cooperative basis with alternative semesters at college and at work. It is relatively easy to do this in Montreal because industry is nearby to absorb students. Contact training in the work environment is now requiring semesters where students leave the college and spend several weeks or the whole semester in apprenticeship.

Hauterive College. Manicouagan campus (now Hauterive College) has an equal number of the students taking general and professional programs. As in all colleges, general students must take 4 philosophy courses, 4 French courses, and 4 physical education courses. Some opposition was expressed to two more compulsory subjects, namely Quebec History and Economics, being added to an already heavily loaded program (Rooney, 1980). The Director of Student Services at this college sees the compulsory program as adequate but would like to see more emphasis on physical education programs. Administrators find that students often select the incorrect programs because many are only 16 years of age and have no clear mind on what they wish to become when they enter CEGEP. A person may select nursing technology

but decide after a year to change to special education. If all students took the same program in the first year for nursing and specialized education, it would be easier to decide on a particular technology for the second year of CEGEP. Transfer is possible, but often credit is lost for certain courses, or a student has to go back and take courses over again.

The success rate with university transfer programs in science, human science, administrative science, and letters has been high in this college but only about 35 per cent of students continue on to university at a later date. Generally, the university trend is strong in Quebec, but not so on the North Shore where most parents are technicians. Many prefer to follow the route that their parents have followed. Those most likely to consider a pre-university transfer program are the children of professionals.

The most successful program of the eight technologies offered at Hauterive has been the "Techniques D'aménagement Cynegetique et Halieutique" (TACH) or fish and wildlife technology. This program is drawing more and more applicants each year because there is much need for such people in the wooded, mountainous regions of the north coast. The government is advertising many new jobs and every graduate has found work within this home region. As Quebec develops more of the northern part of the province, this technology will grow in importance. Hand in hand with fish and wildlife is forestry technology. This has existed for some time and continues to be an attractive career for young people in the Baie Comeau region.

At present, special education and nursing are both starting to show signs of oversupply (Rooney, 1980). The college is starting to look more carefully at the community before it permits large numbers to take programs where few jobs may exist after graduation. This northern region needs more technologies in industry, having at present only electrotechnology, administration, and secretarial science (Tetrault, 1980). The North Shore is rich in natural resources. In the near future technicians are going to be required as the province discovers new minerals in regions near Hauterive (Letarte, 1980).

Summary

Since the provincial government of Quebec created tuition-free colleges and continues to supply all financing for them, program development has been controlled by the Ministry of Education. A compulsory system of courses requires that all students take philosophy, language, and physical education in both the academic and general stream. The concentration part of the program is also strictly enforced and a student pursuing a technology has little choice within subjects he may choose. In this third year of CEGEP, he is free to take electives but they are particular to the technology he is studying. It is hoped that students who receive a DEC will have acquired a "formation fondamentale" that will make them better members of society in the Province of Quebec.

Student Services in the CEGEP System

Ministry of Education (DIGEC). Student services are largely the responsibility of individual colleges located throughout Quebec.

DIGEC does have a small division at central office to give direction and advice to the separate student services divisions on each college campus. DIGEC is also placed with the responsibility to dispense money for student services to each campus and to see how this money is used by the campuses.

Today seven people are responsible for student services at DIGEC. Some of the major responsibilities of this division are:

- (a) to supply information on student assistance; (b) to supply information to student groups; (c) to hold consultations with student groups on contentious issues; (d) to give advice on scholastic problems; and (e) to give out information on loans and bursaries. The main emphasis on student services can be better explained by considering the services offered at each of the four colleges that were visited.

Sainte-Foy College. Figure 12 contains a breakdown of the student services at Sainte-Foy College depicting 10 areas of involvement within the division.

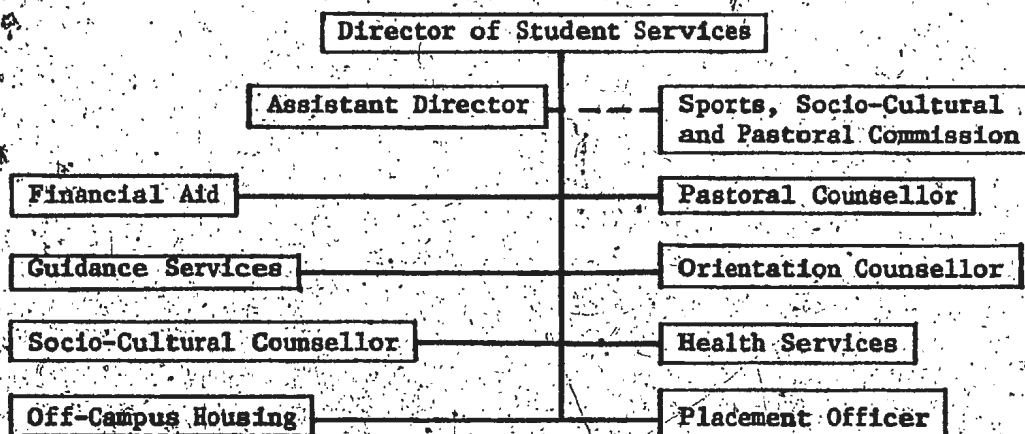


Figure 12. Student Services Division at Sainte-Foy College.

The financing of student services for all colleges follows the pattern of a \$35,000.00 base and \$65.00 for each student on the campus. For Sainte-Foy, a grant of \$297,145.00, or approximately \$300,000.00, was available in 1980. Since colleges are non-denominational, a special counsellor is available to any student who may have personal or marital problems they want to discuss.

A chapel usually exists on each campus but it is not a chapel in the religious sense of the word. Students go there to listen to music, read, discuss the day's events, or just relax.

Since Sainte-Foy is a French college, all students are encouraged to take part in periodically held cultural activities. Mime, dance, and music festivals depicting Quebec's unique culture in Canada are held regularly and students contribute greatly to these occasions.

Although a residence does exist for men on this campus, there are no facilities for women. Thus, an off-campus housing director is kept busy placing students in apartments or private homes during the year. Some female students believe there should be a residence for them also because women are in the majority on this campus, but as yet there has been no move in that direction.

The "Centre d'Information Scolaire et Professionnelle" is also an important centre on this campus. Since so many students are young when they enter college, their orientations often change and many need advice on programs. Many do seek advice from the pedagogical services division when they desire to change to another field. At Sainte-Foy College today, the director was not aware of

any problems students might have if they require a change. The change is made and students receive credit for work finished. Sometimes they may have to take a summer course to catch up on some requirement but no great problem seems to exist.

Lennoxville Campus, Champlain Regional College. A small campus, such as exists at Lennoxville, does not call for a system of student services as complex as in some larger colleges. Teachers get to know students well and both co-ordinators of program services have direct involvement with the students on this campus. In this way, they assist the placement officer and orientation counsellor.

Student services provide both educational support and out-of-class activities to students. The director of those services is responsible for the following activities on campus.

- a. Community development committee
- b. Athletics committee
- c. Student development and resource centre
- d. Campus ministry
- e. Placement officer
- f. Health services
- g. Student life advisory committee
- h. Basic skills committee

The most important of the abovementioned eight groups is the student development and resource centre. It has a counselling service which conducts individual and group sessions. Education skills are also considered important, particularly in the area of reading and writing in the English language. Workshops are ongoing at the centre for

anyone who wishes to take reading, writing, or study skills laboratories. Basic writing skills in form, organization, and revision are taught along with basic writing skills of second language, namely French.

Dawson College. At Dawson, the three main campuses of Viger, Selby, and Lafontaine have directors who coordinate all services with the central office. Professionals are available at each campus to offer remedial and developmental help to students on an individual and group basis. Several of the main areas of concern are:

- a. Athletics
- b. Black and third world student affairs
- c. Career and financial aid services
- d. Counselling services
- e. Health services
- f. Information services
- g. Learning centre services
- h. Community development services

Minority groups within the college have created a Black and Third World Student Affairs office. Many problems arise with these students especially in the area of remedial help in both the English and French language. Many students of Chinese, African, and Asian descent do not have competence in English as an official language. Various levels of English are taught at the college and everyone must become proficient. As to daily life outside this college, government Bill 101 dictates that French be used and so these students need extra help and encouragement if they wish to be

successful at the college and in Quebec after graduation.

Although colleges are tuition-free, yet many students need financial help for the bare necessities of board and lodging. Many take three years to complete a program and as yet, few private scholarships or bursaries are available. A special placement office concerns itself with placing students in needed part-time jobs, summer jobs, and even permanent employment after a particular program is completed.

Hauterive College. Nine people are available at Hauterive College to help students with problems they may experience with college life. The main services offered are in these areas:

- a. Orientation
- b. Educational and professional information
- c. Placement
- d. Health
- e. Pastoral
- f. Community development
- g. Sports

Student services is also responsible for student transportation for about 350 students who commute daily between Baie Comeau and Hauterive. Accommodation must be found either in boarding houses, apartments, or the college residence itself since people come from along the coast. Cafeteria services are also made available to the students. Costs are partly recovered but the service is rather expensive. Last year it cost \$120,000.00 for the college to maintain this service. The residence was able to finance itself with a budget

of \$81,500.00. Although both cafeteria and residence services are not directly under the control of student services, they do offer the students valuable services.

The Director of Student Services at Hauterive expressed concern that students often take the wrong orientation when they begin college at Hauterive (Rooney, 1980). He expressed particular concern with a 16-year-old child who has to make a choice of career at such an early age. Orientations are changed and, at least, at Hauterive, poor choice can lead to failure or lost credits for many students. The present orientation counsellor is busy evaluating student aptitudes, interests, needs, values, and personal tendencies. Greater direction must be provided for those who enter Hauterive so that they select programs that will satisfy their needs. Programs selected must lead them on into a productive career after CEGEP.

Summary

Although DIGEC does not have a large student services division, each college receives a grant to hire a director and support staff. Each college then supplies services which it sees as essential to life for the students on its campus. All campuses visited had guidance counsellors, health services, career and financial services, and community development services. Although colleges are non-denominational, a pastoral director is available on each campus to give advice and information to anyone who desires it.

CHAPTER VI

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter summarizes the conclusions gathered from an examination of the administration, curriculum, finance, and student services of four CEGEP colleges in Quebec. It considers the implications of introducing a similar community college system into Newfoundland, and finally, outlines a number of recommendations for implementing a community college system in Newfoundland.

Conclusions

Enthusiasm seemed evident at DIGEC and at each of the colleges visited toward this unique form of post-secondary education that has evolved in Quebec. Throughout Quebec, both English and French have seen the advantages of this form of education which receives so much financial assistance from government. Tuition-free institutions offering progressive, diversified programs for university preparation and terminal technologies have filled a void which existed in earlier classical colleges. Impressively new and renovated facilities, staffed by competent professionals and support staff, have created an environment where teachers can work with the best of Quebec's Secondary V students and where low pupil-teacher ratios provide opportunity for individual instruction. After 13 years of operation, teaching staff have become adaptable to

selecting the best of Quebec's culture and technology to be passed on to students. The "formation fondamentale" of all students has met with great success and this democratization process will continue to be recognized as an important part of college life.

The CEGEP has offered an alternative to immediate entry into the labour market. It has acted as a linkage between the secondary system and the university. Mr. William Donnelly, Director of Pedagogical Services at Sainte-Foy College, commented:

I think one of the advantages of having the system is that we have that bridge within the CEGEP structure. Our structures are different from the secondary school, but they're not as dramatically different as the university.

The CEGEP system continues to attract nearly half the high school graduates. This is a far cry from the 10 per cent who once went on to higher education in Quebec.

The administrative structure of CADRE, gérants, and non-teaching professionals has helped the CEGEP system grow and expand. Highly skilled people now administer daily college operation, and professional directors are available for all major divisions within the college. Cooperation and collaboration exist at all levels on each campus as well as between the college and DIGEC. However, a rather complex system has evolved, leading some campus directors to report that too many administrative personnel now exist for the good of the system. Duplication of directives often flow from DIGEC to the colleges, and positions are created that are not essential to smooth running of the system. Many administrators who were interviewed commented that this system was never created to run smoothly. Everything must function in a state of continual innovation and

change. Economic and political dictates have created a managerial system that sometimes lacks efficiency and that often, from an operational point of view, is totally ineffective. From those interviewed, a general consensus was that DIGEC itself is over-administered and total reliance on computer services creates problems for the system as a whole.

Financially, the college system has been strongly supported in Quebec. Government has been more than generous over the years, although collective agreements will eventually cause financial hardship. The total budget of the four colleges visited amounted to \$51 million in 1980. This money provides services to 12,276 students for a year of CEGEP education. This indicates an average cost of \$4,155.00 per student and is an investment that the Quebec Government perceives as worthwhile. Many colleges, especially larger ones like Dawson and Sainte-Foy, expressed a desire for more money for purchase of materials and equipment. According to some of those interviewed, colleges are not keeping their equipment up-to-date within the field of technology specific to their particular college. New overtures are being made to government regarding priorities for replacement of worn or out-dated equipment. Yet, vast sums of money needed for salaries is crippling to the remainder of the system. Declining enrolments will not necessarily lower the salary budget because "syndicates" in Québec have negotiated contracts that are very costly to maintain within the teaching profession. Guaranteed jobs to retirement will be costly for future governments in Quebec to administer.

Curricular programs throughout the province are standardized and strictly controlled by DIGEC. The compulsory aspect of each student program has aided in the democratization process, but many comment privately that people taking technologies programs are burdened with too many academic subjects and not enough industry-oriented activity. The Ministry of Education is now actively campaigning in rural areas of the province for more young people to consider technologies as a career. As the decade of the 1980's begins, technology programs are being designed to have close liaison with industry. More time will be spent during the six semesters working directly within industry so that a more equitable balance might exist between theory and practice. At this time, no one is against government introducing two more compulsory courses in economics and French history, but many believe the curriculum is already overburdened with compulsory courses. It is certain that debate will continue with both sides compromising to some degree.

Student services now offer every student on every campus a wide range of personal and academic aid to make his stay at college an enjoyable and profitable one. In recent years, the provincial government has increased the grant to each college. Academic counselling, remedial programs, and foundation courses offer poorer academic students a chance to upgrade, and successfully complete their program to acquire a DEC. Student protest has been kept to a minimum on campuses in Québec. Loans and bursaries has been the only area where students have taken issue when they wish to have government increase the amounts to match inflation. Generally, though, free tuition for all students has made programs accessible.

to all young people in Quebec. Through private discussion with many students, this was seen to play an important part in their decision to go on to college. With free tuition many felt they could afford college where otherwise they would have gone directly into the labour market with no skills whatsoever.

University acceptance of this two-year college giving students credit for one year of university has made the CEGEP system very successful. Although concern was expressed that enough liaison still does not exist between the colleges and universities, every effort is being made to have ongoing cooperation and consultation between both parties involved with post-secondary education in Quebec. It has taken many years, especially for the English, to accept an additional year to their program and for the English universities to stop duplication of what has already been taught at the CEGEP. Managerial personnel at DIGEC foresee the day when both systems will work in perfect harmony. It has taken much negotiation to convince universities to base their programs and entrance requirements upon DIGEC programs offered at CEGEP's.

The Parent Report has greatly influenced those responsible for laying the foundation of the first 12 CEGEP's in Quebec. This report stressed the administrative structure that was to be followed, the finance that should be made available to a tuition-free college, the explicit programs that should be drawn up, and services to students that would attract them to the college after high school. The report advised elimination of Grade XII from all secondary schools in Quebec, and this became a reality in 1971. Led by the

respected Monseigneur Parent, the report was accepted by government in its totality, and when one talks with local people today, they are proud of this institution which has pushed Quebec into the twentieth century much more effectively than anyone could have imagined.

Some Implications for Newfoundland

If Newfoundland wishes to consider the community college as a workable form of post-secondary education, an opportune time now exists for concrete steps to be taken. Grade XII is being introduced to give students an additional year of study and maturity so that they might be better prepared to go directly into the university or other post-secondary institutions in this province. Since Quebec has eliminated Grade XII from the secondary school program, some of those educators interviewed in that province expressed a concern that Newfoundland should consider the Quebec experience before Grade XII becomes a permanent part of a reorganized high school system. There should not be duplication in the various systems and it is difficult to envisage a two-year college after Grade XII. In fact, Quebec educators believe that it would be difficult to attract enough students unless college tuition was entirely free and university tuition high. By having an academic and general stream in high school, we still would attract less capable students to the colleges unless college education was first made compulsory for everyone before they could enter university. This was, and is, part of the government strategy in Quebec which has helped to direct so many students to the 46 colleges. Students simply have no choice if they wish to go to

university in Quebec.

The administration of college education in Quebec, conducted by DIGEC, may have implications for Newfoundland. If colleges were developed in various regional centres of this province, a central system would be required to direct the activities of these colleges. A system of Newfoundland colleges could have a director and staff in one central location, responsible for overseeing the entire system. Although it is necessary to have control over colleges, the Newfoundland system should give individual colleges freedom to work on local programs and have direct input into which courses of study are offered at each college. Figure 13 depicts how a Newfoundland community college system might be organized:

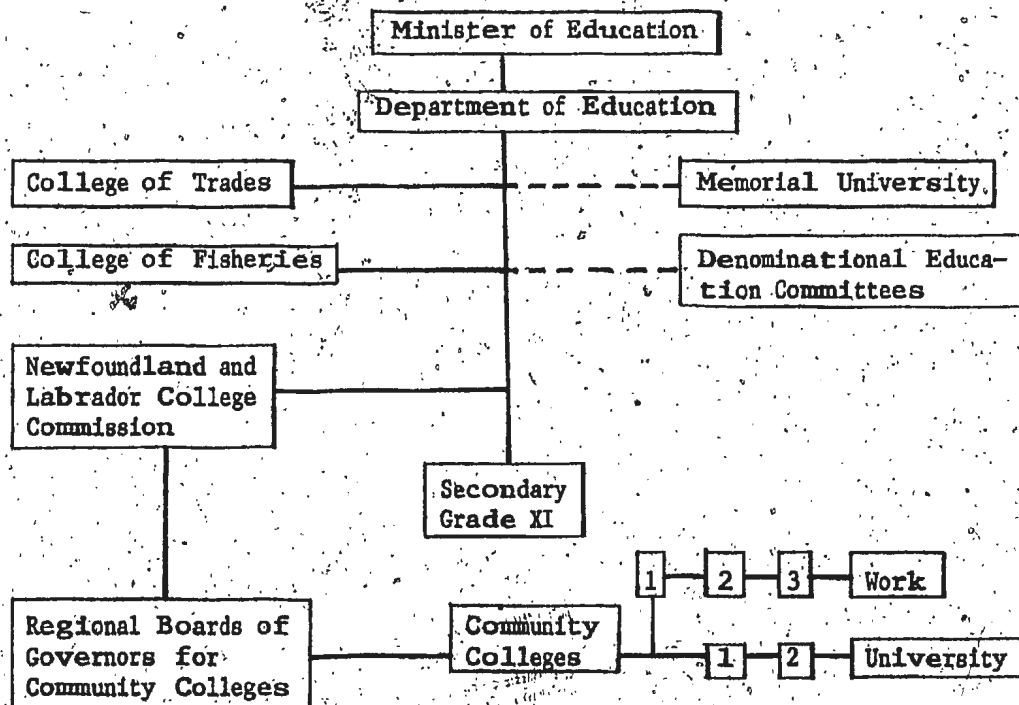


Figure 13. A Suggested Post-Secondary Education System for Newfoundland.

The highly structured compulsory programs used in Quebec need not be followed in Newfoundland, although many Quebec administrators believe that basic courses in writing, reading, and mathematics are necessary for all college students. A core and elective system of credits may well be devised by the colleges working cooperatively with a central office. All graduating students could receive a diploma recognized in Newfoundland as the highlight of college study, similar to what the DEC stands for in Quebec. It would also be desirable to have each college specialize in certain concentration areas so that program duplication would not occur throughout the college system. In Quebec, many colleges offer similar technologies. As enrolments decline, some of these colleges could be adversely affected. Currently, there is open competition between colleges for graduates of high schools in Quebec.

In 1980, 116,000 students attended the 46 colleges in Quebec, at a per pupil annual cost of approximately \$4,000.00. If we estimated a similar cost for such a system in Newfoundland serving all 14,000 graduating students, the total figure would be \$56 million. It should be noted, however, that only 50 per cent of high school graduates in Quebec continue to college. If a similar compulsory system existed in Newfoundland, and 50 per cent did continue to college, there would therefore be 7,000 college-bound students at a cost of \$28 million.

From a student viewpoint, the College of Fisheries, Navigation, Marine Engineering, and Electronics, and the College of Trades and Technology are not adequate to meet the needs of all students.

Newspaper ads show that already most programs have sufficient applicants, forcing students to go into the labour force unprepared for job opportunities that arise. If a regional system of colleges were made available, pressure might be eased on these post-secondary institutions which, in recent years, have been overburdened with students. In an age of changing technology we still do not have our systems organized to train enough people. With an expanding fishery and divergent oil and gas activity in the immediate future, every Newfoundland student completing either an academic or general high school program should have the opportunity to further study and develop.

Student services must be made available as they are in Quebec so that students receive counselling and guidance after high school. Too often, little is done in this regard and many students reject any form of post-secondary education. Newfoundland cannot afford a loss of manpower experienced over the years. We must begin giving students services that they require to encourage them to continue their education. More liaison must be carried out with high schools and students made to see the advantages of continuing their education after high school.

The time now seems appropriate for a closer look at college education and what it has to offer for Newfoundland. In an age of declining enrolments, there must be a better way to utilize existing educational facilities so that pre-university and technological programs can be offered to students in all outport communities. With the potential for resource development growing in Newfoundland, the

time seems opportune to consider the establishment of a college system for this province. The province should provide money for such a system as it provides funds for the existing trade schools and university. In fact, there seems no reason why existing regional trade schools might not be expanded to include university transfer programs as well as technology programs not now existing. These schools could form the core of a regional college system.

Quebec recognized this in the 1960's, and today has created a system that places technologies on an equal footing with university programs. Newfoundland education appears in need of an effective bridge between high school and university. The CEGEP system in Quebec has provided that bridge and today Quebec is developing into a richer and more prosperous province because of the advent of its community college system.

Recommendations

Introduction of a community college system into Newfoundland would require the cooperation of industry, community groups, and the Department of Education. It would be necessary for the Department of Education to appoint a committee of professional staff, and knowledgeable people from industry, to explore the possibility of such a system. On the basis of this study, the following recommendations are offered for exploring the concept of community college education in this province:

1. The Department of Education should establish a committee to thoroughly study community college systems elsewhere in Canada. Committee membership should include departmental staff, people from

industry, and representatives from the University, the Trade Schools, the College of Fisheries, the College of Trades and Technology, and the Bay St. George College in Stephenville. Some data regarding these systems may be included in the second volume of the Task Force Report. A time frame should be given to the committee so that the Minister and provincial education authorities will receive feedback within one year.

2. The Department of Education, in cooperation with post-secondary institutions in the province, should initiate a conference on community college education for early in 1981. People well-versed in community college operation should be invited to the conference where they can express their views on college education as it operates in their province. Here DIGEC representatives from Quebec might be called on to direct a Newfoundland exploration of the community college system.

3. Immediately following this conference, the Department of Education should make known to the public its intentions with regard to the area of community college development.

4. The Department of Education should initiate a study to explore the possibility of expanding existing trade schools in the province to include pre-university training.

5. The Department of Education should initiate a study regarding cost of new construction where college buildings might be needed. There may be areas where the use of present facilities would be impossible.

6. Liaison committees should be set up to discuss the community college concept with university personnel and high schools in the

province so that consensus might be reached on the major components of such a system. These committees should explore the possibility of a community college system even though Grade XII has become a reality.

7. Particular attention should be given to an administrative system to adequately control these colleges, yet leave each college as an autonomous corporation to decide on programs most needed in its region.

8. The financing of community colleges across Canada should be carefully studied so that Newfoundland can choose the least expensive route.

9. Curricular programs of other provinces should be studied in the process of developing a core and elective system to meet the needs of Newfoundland youth. This program need not be as flexible as the one in Quebec, but it should be built on an accreditation system that provides easy transfer from one program to another.

10. Developed technology programs should have direct liaison with industry and, wherever possible, be limited to two years. An apprenticeship system should complement the theoretical.

11. A study should be undertaken to examine what specialization must be provided in particular regions of Newfoundland.

12. Community colleges should be kept manageable in size wherever possible. A student body of approximately 1,500 was suggested by some administrators in Quebec as being the ideal for rural or urban colleges.

13. A balance should be maintained between actual class time and extra curricular activities of students. Life for the students

should not be purely academic; but rather provide opportunity for greater growth and development as a person.

14. Every effort should be made to ensure that the college system makes it possible for students from all socio-economic backgrounds and each geographical region of the province to attend.

Equality of educational opportunity should be a major goal of each college and the system.

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APPENDIX A

CORRESPONDENCE



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X8

Department of Educational Administration

Telex: 016-4101

Telephone: (709) 753-1200

March 4, 1980

M. Jean-Guy Ouellett
Secrétaire général
1035, rue de Lachevrotière
Québec, G1R 5A5

Dear M. Ouellett,

The purpose of this letter is to request your permission for my graduate student, Mr. Augustine O'Quinn, to carry out a seven (7) week graduate internship study in your Province during the period April 14, 1980 to May 30, 1980. During this period of time, it is Mr. O'Quinn's intent to carry out two tasks:

1. To spend a three (3) week time block with the Department of Education and the C.A.D.R.E. Centre in Quebec City for the purpose of acquiring a provincial perspective on the C.E.G.E.P. system. During these three weeks (April 14-25, 1980 and May 26-30, 1980), Mr. O'Quinn will be in close contact with you and your office.
2. To spend a four (4) week time block carrying out on-site visitation to four (4) selected C.E.G.E.P. institutions. These include Campus Ste-Foy, Champlain Regional C.E.G.E.P. (Lennoxville Campus), Dawson College, and Campus Manicouagan. While visiting these institutions, Mr. O'Quinn will be examining selected facts of the daily operating routines of these colleges. Permission to visit each college will be obtained in writing from the college president concerned.

We are most anxious to receive your permission to conduct this study, since the findings will greatly assist us in developing a Newfoundland community college system patterned in the successful Quebec experience.

I would appreciate hearing from you at your earliest convenience.

Yours truly,

Dr. Dennis L. Treslan
Internship Supervisor



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X8

Department of Educational Administration

Telex: 016-4101

Telephone: (709) 753-1200

March 10, 1980

The President
Campus Ste-Foy
2410 Chemin Ste-Foy
Québec G1V 1T3

Dear Sir:

The purpose of this letter is to request your permission for my graduate student, Mr. Augustine O'Quinn, to visit your college during April 28 - May 2, 1980. While on your campus, Mr. O'Quinn will be meeting with you and other selected college members so as to acquire an understanding of your college operation.

We are most anxious to receive your permission to visit your college, since the findings will greatly assist us in developing a Newfoundland community college system patterned on the successful Quebec experience.

I would appreciate hearing from you at your earliest convenience.

Yours truly,

D. Dennis L. Trésien
Internship Supervisor

DLT/er



100

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X8

Department of Educational Administration

Telex: 016-4101

Telephone: (709) 753-1200

March 10, 1980

The President
Champlain Regional CEGEP
Lennoxville Campus
C.P. 1380, Lennoxville
Quebec J0B 1Z0

Dear Sir:

The purpose of this letter is to request your permission for my graduate student, Mr. Augustine O'Quinn, to visit your college during May 5 - May 9, 1980. While on your campus, Mr. O'Quinn will be meeting with you and other selected college members so as to acquire an understanding of your college operation.

We are most anxious to receive your permission to visit your college, since the findings will greatly assist us in developing a Newfoundland community college system patterned on the successful Quebec experience.

I would appreciate hearing from you at your earliest convenience.

Yours truly,

Dr. Dennis L. Treslan
Internship Supervisor

DLT/er



101

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X8

Department of Educational Administration

Télex: 016-4101
Telephone: (709) 753-1200

March 10, 1980

The President
Dawson College
350 rue Selby
Montréal, Québec
H3Z 1W7

Dear Sir:

The purpose of this letter is to request your permission for my graduate student, Mr. Augustine O'Quinn, to visit your college during May 12 - May 16, 1980. While on your campus, Mr. O'Quinn will be meeting with you and other selected college members so as to acquire an understanding of your college operation.

We are most anxious to receive your permission to visit your college, since the findings will greatly assist us in developing a Newfoundland community college system patterned on the successful Quebec experience.

I would appreciate hearing from you at your earliest convenience.

Yours truly,

Dr. Dennis L. Treslan
Internship Supervisor

DLT/er



102

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X8

Department of Educational Administration

Telex: 016-4101
Telephone: (709) 753-1200

March 10, 1980

The President
Campus Manicougan
537 boul Blanche
Hauterive, Québec
G5C 2B2

Dear Sir:

The purpose of this letter is to request your permission for my graduate student, Mr. Augustine O'Quinn, to visit your college during May 19 - May 23, 1980. While on your campus, Mr. O'Quinn will be meeting with you and other selected college members so as to acquire an understanding of your college operation.

We are most anxious to receive your permission to visit your college, since the findings will greatly assist us in developing a Newfoundland community college system patterned on the successful Quebec experience.

I would appreciate hearing from you at your earliest convenience.

Yours truly,

D. Dennis L. Treslan
Internship Supervisor

DLT/er



Québec, le 26 mars 1980

Dr Dennis L. Treslan
Internship Supervisor
Memorial University of Newfoundland
St John's
Newfoundland

Objet: Stage de monsieur Augustine O'Quinn

Monsieur,

Il me fait plaisir de vous confirmer que la Direction générale de l'enseignement collégial accepte de recevoir monsieur Augustine O'Quinn pour un stage de trois semaines au ministère de l'Éducation du Québec.

Monsieur O'Quinn pourra se présenter le 14 avril prochain au bureau de monsieur Maurice Duval qui le prendra en charge et lui fournira la documentation nécessaire à son étude.

L'adresse de monsieur Duval est la suivante:

M. Maurice Duval
Service des programmes
Direction générale de l'enseignement collégial
Ministère de l'Éducation
1035 de la Chevrotière
Edifice "G", 19 ième étage
Québec
Tél.: 643-7460

Je vous prie d'agréer, Monsieur, l'expression de mes salutations distinguées.

Le Secrétaire général de
l'enseignement collégial

JEAN-GUY OUELLET

JG0/1g



COLLÈGE RÉGIONAL DE LA CÔTE-NORD
CAMPUS MANICOUAGAN

104

Hauterive, le 18 mars 1980

Dr. Dennis L. Treslan
Memorial University of Newfoundland
Department of Educational Administration
St. John's
Newfoundland, A1B 3X8

Monsieur,

J'accuse réception de votre lettre du 10 mars 1980, laquelle nous annonce la visite de M. Augustine O'Quinn entre le 19 et le 23 mai prochain.

Ainsi que je le faisais savoir à M. O'Quinn dans ma lettre du 3 mars, ce sera pour nous un plaisir de l'accueillir chez nous; déjà, je lui ai communiqué certaines informations concernant notre Collège et mes collègues seront heureux de répondre aux questions qu'il désire leur poser sur la vie administrative et pédagogique de notre Campus.

Je demanderai également à M. Bob Rooney, notre directeur des services aux étudiants, de se réserver quelques heures lors de la visite de M. O'Quinn, afin d'agir comme interprète (M. O'Quinn ne nous a pas précisé s'il parlait français).

Espérant le tout à votre satisfaction, je vous prie d'agréer, monsieur, l'expression de mes meilleurs sentiments.

Le directeur du campus

CT/pd

Camille Tremblay



COLLÈGE RÉGIONAL DE LA CÔTE-NORD CAMPUS MANICOUAGAN

Hauterive, 1e 22 mai 1980

Dr. Dennis L. Treslan
Memorial University of Newfoundland
Dept. of Educational Administration
St. John's
Newfoundland, A1B 3X8

Monsieur,

Il nous a fait plaisir de collaborer avec Monsieur Gus O'Quinn,
lors de son passage ici, lundi 19 mai dernier.

Nous espérons que les renseignements pourront vous être utiles,
et demeurons toujours disposés à vous fournir d'autres informa-
tions, orales ou écrites.

Nous profitons de cette occasion pour vous souhaiter du succès
dans ce projet.

Le directeur du campus

CT/pd

Camille Tremblay



March 11, 1980

Dr. D.L. Treslan
Internship Supervisor
Memorial University of Nfld.
St. John's, Newfoundland
A1B 3X8


Dear Dr. Treslan:

In answer to your letter requesting permission for your Mr. O'Quinn to visit our college, we will be pleased to welcome him and introduce him to some representatives of the Dawson community.

Please advise us as to which college members he will want to meet so that we can set up the appointments for the week of May 12.

Do not hesitate to contact me or my secretary, Charlotte Boulanger, if you need any further information.

Yours truly,


Robert A. Gordon
Director General

RAG/cb



Champlain Regional College

OF GENERAL AND VOCATIONAL EDUCATION

107

Lennoxville Campus
LENNOXVILLE, QUEBEC
J1M 2A1
TEL. (819) 563-6881

March 10, 1980.

Dr. Dennis L. Treslan,
Internship Supervisor,
Department of Educational Administration,
Memorial University of Newfoundland,
St. John's, Newfoundland. A1B 3X8

Dear Dr. Treslan:

In reply to your letter dated March 10,
I shall be pleased to permit your graduate student, Mr.
Augustine O'Quinn to visit our College between May 5 and
May 9, 1980, to acquire an understanding of our college
operation.

Please ask Mr. O'Quinn to come to my
office (McGreer 213) as soon as he arrives on campus.

Yours truly,

William L. Matson, Ph.D.,
Campus Director.

/ATR



